East Lothian Council

MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE

TUESDAY 8 MARCH 2016
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON

Committee Members Present:
Councillor S Akhtar (Convener)
Councillor D Berry (Items 2 - 5)
Councillor S Brown
Councillor S Currie
Councillor A Forrest
Councillor D Grant
Councillor J Gillies
Councillor J Goodfellow (Items 1 – 4)
Councillor M Libberton
Councillor P MacKenzie
Councillor F McAllister
Councillor P McLennan
Councillor J McNeil
Councillor M Veitch
Councillor J Williamson
Mr S Bunyan
Mrs M Goldsmith

Council Officials Present:
Mr A McCrorie, Depute Chief Executive – Resources & People Services
Mr R Parker, Service Manager – Education (Strat. & Ops)
Ms A Mitchell, Service Manager – Education (ASN & Early Years)
Mrs F Brown, Principal Officer (Business Unit)
Mr B Moody, Head Teacher, Dirleton Primary School
Ms L Penman, Communications Officer

Visitors Present:
Ms F Robertson, Education Scotland

Clerk:
Ms F Currie, Committees Assistant

Apologies:
Provost L Broun-Lindsay
Councillor J Caldwell
Councillor W Innes

Declarations of Interest:
None

The Convener welcomed Fiona Robertson to the meeting and advised Members that she would shortly take up her post as the Council's new Head of Education.

1. MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE HELD ON 10 NOVEMBER 2015 FOR APPROVAL

The minutes of the meeting of the Education Committee held on 10 November 2015 were approved.

Councillor McLennan referred to Items 2 and 4 and asked if there would be updates provided to Members.

Alex McCrorie, Depute Chief Executive, confirmed that an update on the 600 hours of early learning and childcare for priority two year olds would be on the agenda at the next meeting of the Committee. He also indicated that the letter to the Cabinet Secretary on the Scottish Attainment Fund was currently in draft form and Members would receive an update before the next meeting.

2. INSPECTION OF COCKENZIE PRIMARY SCHOOL AND NURSERY CLASS BY EDUCATION SCOTLAND

A report was submitted by the Depute Chief Executive (Resources and People Services) on the further inspection of Cockenzie Primary School and Nursery Class by Education Scotland.

Mr McCrorie presented the report drawing Members' attention to the areas of improvement identified by Education Scotland and the areas where further work was required.

Councillor Libberton welcomed the report and the progress made since the appointment of the present Head Teacher. She also commented on the strong support provided by the parent council.

Councillor Mackenzie concurred with his colleague. Quoting from sections of the report, he paid tribute to the work of staff and parents in bringing about the improvements noted by Education Scotland.

Councillors Forrest and Brown also commended the report and the leadership shown by the school's Head Teacher.

The Convener concurred with the views of her colleagues in welcoming the improvements made since the original inspection report.

Decision

The Committee agreed to:

i) note the content of the Education Scotland report;
ii) thank the Head Teacher and staff on the very good progress that had been made by the school since the return visit by HMIE in October 2015; and
iii) note Education Scotland's view that the Head Teacher's appointment of a new Depute Head Teacher and two Principal Teacher posts, along with an entirely new team in the nursery, means that it is too early to measure the full

impact of these positive staff changes. The school needs more time to further raise attainment and implement the improvement priorities. Education Scotland's Area Lead Officer will work with East Lothian Council to build capacity for improvement, and will maintain contact to monitor progress. Education Scotland will return to make an extended visit with the Local Authority before the end of this school session, and will report to parents on the extent to which the school has improved.

3. INSPECTION OF DIRLETON PRIMARY SCHOOL BY EDUCATION SCOTLAND

A report was submitted by the Depute Chief Executive (Resources and People Services) on the inspection of Dirleton Primary School by Education Scotland.

Brian Moody, Head Teacher at Dirleton Primary School, presented the report outlining the key findings of the inspection report, published in January 2016, and the progress made since the inspection took place in September 2015.

He responded to questions from Members on some of the statements included in the report, recent progress within the school and the arrangements in place to monitor and evaluate these improvements.

Councillor Berry considered the report to be very unsatisfactory. He challenged its content and said that it lacked the evidence to justify its conclusions. He referred to the excellence of the teaching within the school and to the staff and parent involvement all of which were, in his view, examples of good practice for other schools to follow.

Councillor Currie expressed concern over the report which, he said, lacked clarity and did not appear to reflect the reality at the school. He said he was puzzled by the hint of criticism within the report as there appeared to be no evidence to support this. He suggested that this may raise a broader issue for the Committee, in term of scrutiny.

Councillor Goodfellow remarked on the strength and involvement of the parent council, something which had not, in his opinion, been adequately reflected in the report. He concurred with Councillor Currie regarding the overall tone of the report but noted that it contained many excellent statements about the teaching and ethos within the school. He reiterated his support for the staff and their ability to address any concerns.

The Convener assured Members that their comments would be taken on board and she thanked Mr Moody for presenting the report and updating the Committee on recent progress.

Councillor Berry declared that in other circumstances he would object to the inclusion of recommendation iii but, as he was confident that the staff at the school could address the issues raised, he would accept the paragraph as stated.

Decision

The Committee agreed to:

i)   note the content of the Education Scotland report;

ii) thank the Head Teacher and staff on the good practice identified and the recent good progress by the school; and

iii) note Education Scotland's view that the school needs additional support and more time to continue making improvements. Education Scotland's Area Lead Officer will work with East Lothian Council to build capacity for improvement, and will maintain contact to monitor progress. Education Scotland will return to carry out a further inspection within twelve months of publication of the letter to parents. It will then issue another letter to parents on the extent to which the school has improved.

4. UPDATE ON COMMUNICATION PROVISION – KNOX ACADEMY

A report was submitted by the Depute Chief Executive (Resources and People Services) to update the Committee on progress regarding development of a new Communication Provision at Knox Academy.

Alison Mitchell, Service Manager – Education (ASN & Early Years), presented the report outlining the background and progress on the new provision. She also updated Members on the delays with the renovations, the timetable for the facility becoming operational and the arrangements for admission and enrolment of pupils.

Responding to questions from Members, Ms Mitchell advised on the implications for pupils attending existing facilities at Ross High School and the Cove, pupil capacity at the new facility and the increase in the number of children being diagnosed with autism. She also welcomed Councillor Libberton's suggestion of a visit to the facility prior to it becoming operational on 25 April.

Stephen Bunyan remarked that this new centre underlined the importance of having such facilities within East Lothian.

Councillor MacKenzie observed that physical environment was so important for children with autism and that having this quality provision was to be welcomed.

Decision

The Committee agreed to note progress regarding development of the new Communication provision in the former Haddington Infant School building, following approval at Cabinet on 9 June 2015.

Sederunt: Councillor Goodfellow left the meeting.

5. SERVICE IMPROVEMENT PLAN (EDUCATION) 2014-18

A report was submitted by the Depute Chief Executive (Resources and People Services) to update and inform the Committee on the development and implementation of the Department's Service Improvement Plan 2014-2018.

Mr McCrorie presented the report summarising the key points. He drew Members' attention to the recommendation that the Head of Service would provide updates to the Committee on progress made by schools, as and when appropriate.

Mr McCrorie and Ms Mitchell responded to questions from Members relating to the information provided in the report and appendices. Members highlighted errors in one of the appendices and the Convener agreed that this should be amended and the correct information circulated to Members before the next Committee meeting.

A short debate followed during which several Members referred to the importance of regular and detailed progress reports. Councillor McLennan suggested that a small, cross-party group of Committee members might be convened to discuss and agree the focus of future reviews and the frequency of reporting to the Committee. The Convener agreed to discuss this with officers and take forward any action points.

Decision

The Committee agreed to note:

  i)   the Department's Service Improvement Plan 2014-18;
  ii)   that the document had been disseminated to Head Teachers; and
  iii) that the Head of Service would report back to the Committee as an when appropriate on the progress made by schools in relation to the Service Improvement Plan (Education).

Sederunt: Councillor Berry left the meeting during Item 5.

6. ROLL CAPPING IN EAST LOTHIAN SECONDARY SCHOOLS – SESSION 2016/17

A report was submitted by the Depute Chief Executive (Resources and People Services) to ask the Committee to approve the S1-S4 intake levels for East Lothian's secondary schools in session 2016/17.

Fiona Brown, Principal Officer (Business Unit), presented the report highlighting the main principles for managing secondary school rolls in the county and the factors influencing these decisions, such as pupil population and migration, current and future housing developments and maximum class sizes.

Mrs Brown responded to questions from Members on the proposals for Musselburgh and Dunbar Grammar Schools and arrangements for reserving places.

Decision

The Committee agreed to a maximum intake level in S1-S4 for session 2016/17 in the schools specified in the report.

7. RESERVING PLACES IN SCHOOLS FOR CATCHMENT PUPILS WHO MOVE INTO THE CATCHMENT AREA DURING ACADEMIC YEAR 2016/17

A report was submitted by the Depute Chief Executive (Resources and People Services) to obtain the Committee's approval for reserving places for incoming catchment pupils to the schools specified in the report for session 2016/17.

Mrs Brown presented the report referring to the proposals for primary and secondary schools and outlining the factors influencing decisions on reserving places. She also

responded to a question from Councillor Veitch on the proposals for East Linton Primary School.

Decision

The Committee agreed to:

i) hold in reserve places for incoming catchment pupils for session 2016/17 as detailed in the report; and

ii) delegate any changes to the number of places held in reserve to the Head of Education in consultation with the Convener of the Education Committee.

8. ST MARY'S RC PRIMARY SCHOOL: ROLL CAPPING P1 FOR SESSION 2016/17

A report was submitted by the Depute Chief Executive (Resources and People Services) to ask the Committee to approve the capping of P1 at St Mary's RC Primary School for session 2016/17.

Mrs Brown presented the report outlining the background and reasons for the request.

Decision

The Committee agreed to roll cap the number of pupils admitted to P1 in session 2016/17 to a maximum of 17 pupils.

Signed   ....

          Councillor Shamin Akhtar
          Convener of the Education Committee

REPORT TO: Education Committee

MEETING DATE: 31 May 2016

BY: Depute Chief Executive (Resources and People Services) **2**

SUBJECT: Positive School Leaver Destinations and More Choices More Chances (MCMC)

1   PURPOSE

1.1   To update the Committee on positive school leaver destinations, highlighting the recent School Leaver Destination Report (SLDR) report and employability activity within East Lothian.

2   RECOMMENDATIONS

2.1   The Committee is asked to:-

      i.   Note the contents of this report.

      ii.   Acknowledge the wide range of activities being undertaken to help improve positive leaver destinations in East Lothian, in particular the work being undertaken to engage with the hardest to reach young people.

      iii.   Note, that in partnership with Education colleagues and external partners, we have a significant level of detail regarding those young people in a negative destination and that resource is targeted at engaging with these individuals.

3   BACKGROUND

3.1   To assist local authorities and schools to target resources effectively, Skills Development Scotland (SDS) provides information about leaver destinations on an annual basis. The statistical report for East Lothian, for the most recent period, is attached (Appendix 1).

3.2 The report details our current school leaver destination return (SLDR) figure for the county as 91.9% (young people in the last leaver cohort, winter 2014 and summer 2015, who have moved into a positive destination). Whilst it is disappointing that this represents reduction of 0.3%, which equates to 2 young people from last year's SLDR (92.2%), as highlighted in the table below, there had been an incremental upward trend in East Lothian for the preceding 5 years.

Table 1: SLDR Figures 2009/10- 2014/15

SLDR statistics – Initial Positive Destinations trends					
2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
86.8%	88.9%	89.9%	91.4%	92.2%	91.9%

Additional Support into Positive Destinations

Prevocational Prospectus

3.3 The Regional Skills Assessment for East Lothian undertaken by Skills Development Scotland (January 2016) highlights the impact of demographic change within East Lothian. It reinforces the need to continue to deliver our social care programmes to meet the health and care requirements of an ageing population.

3.4 National 4 and National 5 Childcare and Early Education programmes have been a longstanding offer within the prospectus and have been exceedingly popular for a number of years with East Lothian schools. The 600 hours per week of free childcare for working families supports the rationale to increase experienced and qualified staff within this sector.

3.5 Building on the recommendations of Developing Scotland's Young Workforce (DSYW) to increase vocational learning opportunities for schools, the prevocational prospectus is refreshed every year. We are currently piloting 2 new early intervention programmes for S3 pupils – Stars in their Eyes and Kickstarter 1 in partnership with Hibs Football Club and Dance Division. The S3 pupils who have been involved in Stars in their Eyes (a musical theatre programme) have been involved in all stages which will culminate in a performance planned for June enabling them to showcase their achievements.

3.6 **Work Experience** – North Berwick High School and Ross High School are about to pilot the new Work Experience Standards based on Education Scotland guidance. This, in time, will see a change for all our schools in how work experience will be delivered - a far more person centred approach which will fit with student's studies, interests and aspirations for the future.

3.7 **Pre Activity Agreements** – due to a change in the criteria of 'Opportunities for All' funding, Pre Activity Agreement interventions are now available for pupils while they are still at school, targeted at those destined for an Activity Agreement post school. It's likely that this early engagement will start at least 6 months prior to a pupil's leave date.

3.8 **Lead a Bright Future (Christmas Leavers 2015)** – Between August and December 2015, we piloted a programme in partnership with a local social enterprise 'Lead a Bright Future'. This programme focussed on young people who were likely to move into a negative destination post school and were predominately school refusers. The project was a huge success resulting in the participants identifying a project to help families and children and pets who were likely to receive little or nothing for Christmas (Appendix 2).

3.9 **Lead a Bright Future (Summer Leavers 2016) –** The pupils have identified their project as 'Buddy Bear', an initiative to raise awareness of bullying with primary school pupils. The group are working towards creating a bear and a storybook (which they have written, designed and illustrated). The bear and book will form the basis of a teacher pack which can be used in schools. A bake sale has been organised for May to promote this initiative which will see one of the group dressed as 'Buddy Bear' when they visit a primary school in Haddington.

Post School

Available Destinations

3.10 The Strategic Skills Pipeline is used by all Local Authorities and is the framework within which the county's employability services are organised. It provides a route map of national and local provision to support people into employment through a five-staged process. At the core of this is the identification of individual need.

The Pipeline stages are as follows –

Stage 1: Engagement, Assessment and Referral

Stage 2: Needs Assessment and Barrier Removal

Stage 3: Vocational Activity

Stage 4: Employer Engagement and Job Matching

Stage 5: In Work Support and Aftercare

Examples of activities and interventions across the Pipeline, are as follows –

- **Stage 1/Stage 2**:

  In August 2015 East Lothian Works established a Disability Youth Transitions Service as a direct intervention to improve our SLDR statistics. The service works with young people with disabilities whilst

they are at school, through the transition and post school. Historically we have seen a significant number of young people with mental health issues accessing our services, along with other disabilities and it was felt that a dedicated service with specialist disability knowledge would be best placed to assist with supporting this cohort. It is too early to assess the success of this provision but early indications are that 30 young people with a range of disabilities are being supported towards a positive destination.

Activity agreements, for young people (aged 16–19) furthest from the labour market resulted in a high level of referrals being offered an Activity Agreement during 2015-16. Many young people participating will present with a range of barriers, some of which are deep rooted and by the very nature, this results in a slower conversion into a positive destination. We have the luxury with Activity Agreements, to provide a bespoke service which strives to meet the needs of the individual whilst they travel on their journey to a positive destination. Current provision includes filmmaking, equine therapy and counselling. Our counselling service has seen a significant increase in referrals and is proving to be a very successful support mechanism for those with difficult issues including those with mental health issues.

- **Stage 3:** It is anticipated that Midlothian Training Services will continue their partnership with Positive Qualities and the Macdonald Marine Hotel & Spa to offer Employability Fund stage 3 places. We know as part of the Regional Skills Assessment undertaken by Skills Development Scotland (January 2016) that hospitality and tourism has a very high concentration of employment. By offering this Stage 3 provision in partnership with a prestigious organisation with a range of departmental opportunities, this will help prepare the participants for employment within this sector.

- **Stage 4/Stage 5: Paid Work Experience with East Lothian Council** – As a result of Developing Scotland's Young Workforce funding, East Lothian Works in partnership with East Lothian Council's Transportation Department commenced a new Paid Work Experience programme. The programme started in January 2016 with 13 starts with one early leaver, 12 are currently on the programme. All participants are required to undertake mandatory employability learning, which for most will be the Certificate of Work Readiness (an SCQF Level 4) either as a full qualification or as individual units in conjunction with their 6 month paid work experience placement (salary at National Minimum Wage)**.**

- **Stage 5:** - As a result of Developing Scotland's Young Workforce funding, East Lothian Works are in a position to continue to offer subsidies to East Lothian Council departments who wish to employ a Modern Apprentice. Since March 2014 East Lothian Council have recruited 16 Modern Apprentices, 6 are currently in post and based within HR, Property Maintenance, East Lothian Works, Knox Academy

and Revenues. Of the remaining 10 which have left, nine went into positive destinations (7 have continued their employment with East Lothian Council and 2 have secured employment within the private sector).

3.11 **Skills Development Scotland** continue to offer a range of services to schools and beyond, including **Employability Fund** provision. The commissioning process for East Lothian's Employability Fund has been completed for 2016/17 and includes a wide range of providers, some new to East Lothian, and they will provide the county with a range of generic and vocationally specific opportunities. For 2016/17, there has been a national reduction of 40% of allocated places for the delivery of Employability Fund provision. Locally this equates to 132 places being available for 2016/17, as opposed to reported current contract starts (by SDS) of 233 at period 11 (up to end of February 2016). It is too early to say the level of impact this will have in East Lothian.

3.12 **Community Benefits (CBIP)** continues to offer a wide range of opportunities including work experience, apprenticeships, school talks, mock interviews and site visits. Most recent examples of CBIP include a butchery demonstration by Campbell's Meats to Knox Academy and apprenticeship opportunities both with British Gas and Clark Contracts.

Planning for improvement:

3.13 **School Hub Meetings** continue to be an effective identifier of those unlikely to move into a positive destination and form the basis of solution focussed meetings attended by East Lothian Council staff and partners.

3.14 **Education/Business partnerships -** A Developing Scotland's Young Workforce Regional Group has been established to specifically improve the relationships between businesses and education. This has been kick-started with a Leavers Fair which was held on 25 April 2016 in Haddington. The fair hosted 30 exhibitors with in excess of 300 opportunities available. The fair was specifically designed to offer real 'live' vacancies for pupils who are about to leave or have left in recent years and are currently not in a positive destination.

3.15 **Developing East Lothian's Young Workforce** (DELYW) – In partnership, DSYW funding (£111K) was awarded to a wide variety of initiatives including funding for schools to collectively develop a National 4 model, more paid work experience and modern apprenticeships with the local authority, P6/P7 Stepping Stones programme (transitions), a pilot of a youth employability programme specifically for ESOL pupils and Train the Trainer for mental health support.

Construction Academy

3.16 The Construction Academy, opening in Musselburgh in August 2016, and delivered by East Lothian Council in partnership with Edinburgh College and local and regional employers, will build on and enhance the curricular

offer. Locating the project in Musselburgh provides a real opportunity to improve the outcomes of young people in East Lothian's most deprived area and links with a targeted approach by community planning partners to focus on prevention and early intervention in this area. The Centre will provide an additional local option for pupils in the Senior Phase across East Lothian and offer qualification opportunities in relation to future technologies and skills and traditional crafts, alongside development and enhancement of core skills and attitudes for employability.

3.17 **Monitoring and Tracking** – Monthly tracking of all negative leavers is undertaken in partnership with Skills Development Scotland (SDS). In addition to this monthly meeting, a specific meeting is held to track our Looked After cohort. All young people who are not in a positive destination are tracked on a individual basis and strategies in conjunction with SDS are agreed to support and make additional service offers.

4   POLICY IMPLICATIONS

4.1   None.

5   INTEGRATED IMPACT ASSESSMENT

5.1   The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6   RESOURCE IMPLICATIONS

6.1   Financial – Criteria changes in the Scottish Government's Opportunities for All Grant for 2016/17 shifting to support more Activity Agreement interventions as opposed to funding for Opportunities for All Co-ordinators post.

6.2   Personnel – None.

6.3   Other – None.

7   BACKGROUND PAPERS

7.1   None.

AUTHOR'S NAME	Alison Hood
DESIGNATION	Team Leader (Employability)
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DATE	29 April 2016

East Lothian Council - Initial Destinations of School Leavers 2014/15 (Destination Percentages)												
School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Unconfirmed	Positive	Other
Dunbar Grammar School	**129**	39.5	22.5	3.1	29.5			5.4			**94.6**	5.4
Knox Academy	**160**	46.9	15.0	0.6	28.1		0.6	5.0	2.5	1.3	**91.3**	8.8
Musselburgh Grammar School	**219**	28.3	32.9	5.5	23.7			8.2	0.9	0.5	**90.4**	9.6
North Berwick High School	**174**	54.0	14.4	0.6	27.6	0.6		1.7	1.1		**97.1**	2.9
Preston Lodge High School	**179**	29.6	24.0	4.5	31.3		0.6	8.9	1.1		**89.9**	10.1
Ross High School	**173**	17.9	28.3	6.9	34.1		1.7	5.8	5.2		**89.0**	11.0
East Lothian Council	**1,034**	35.4	23.4	3.7	28.8	0.1	0.5	6.0	1.8	0.3	**91.9**	8.1

Totals may not equal 100% due to rounding

Status Unconfirmed: An unconfirmed status applies to individuals for whom SDS holds a record but it has not been possible to identify an up-to-date status despite multi partner data sharing and tracking of individuals as part of service delivery.

East Lothian Council - Initial Destinations of School Leavers 2014/15 (Destination Figures)

School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Unconfirmed	Positive	Other
Dunbar Grammar School	**129**	51	29	4	38			7			122	7
Knox Academy	**160**	75	24	1	45		1	8	4	2	146	14
Musselburgh Grammar School	**219**	62	72	12	52			18	2	1	198	21
North Berwick High School	**174**	94	25	1	48	1		3	2		169	5
Preston Lodge High School	**179**	53	43	8	56		1	16	2		161	18
Ross High School	**173**	31	49	12	59		3	10	9		154	19
East Lothian Council	**1,034**	366	242	38	298	1	5	62	19	3	950	84

Status Unconfirmed: An unconfirmed status applies to individuals for whom SDS holds a record but it has not been possible to identify an up-to-date status despite multi partner data sharing and tracking of individuals as part of service delivery.

The future's bright for enterprising teenagers

SIX teenagers who successfully completed an innovative course, during which they ran a high-profile campaign to donate gifts for families in need at Christmas, are all moving on to positive destinations.

The Lead a Bright Future programme is a social enterprise commissioned by East Lothian Works, the council's employability hub, which supports young people from all backgrounds to realise their potential and succeed in their next steps in life. The participants in the course, which ran over 16 weeks up until Christmas, were disengaged from school and many faced challenging circumstances.

Course leader Fiona Ogg said attendance for the programme was excellent, ranging from 80-100 per cent, and all the six participants completed the course.

"That in itself was a huge achievement for the young people" said Fiona. "However, they have also all gone on to positive outcomes and have done so with a sense of pride which came from their successful campaign to help others at Christmas, which benefited more than 100 children from families across East Lothian.

"It boosted their confidence and helped them to go on and become assets to the community."

The next group of young people have started the current Lead a Bright Future programme and Fiona has high hopes for them.

Following the success and positive feedback of the last campaign, the programme will continue with a community enterprise project which will be devised by the course participants.

Alison Hood, team leader (employability) at East Lothian Works, said: "It has been so rewarding for the team working with these young people to see them grow into confident, mature people during their participation on the programme."

A design for life for our young people

Special publication to highlight East Lothian Partnership's commitment

SIXTH year Advanced Higher art student Sean Gardner has signed up for the task to design a 12-page version of the East Lothian Children and Young People's Plan 2016-2019.

The plan sets out the East Lothian Partnership's commitment to every child and young person in East Lothian – in particular, how we will help East Lothian's children and young people to be safe, healthy, achieving, nurtured, active, respected and responsible.
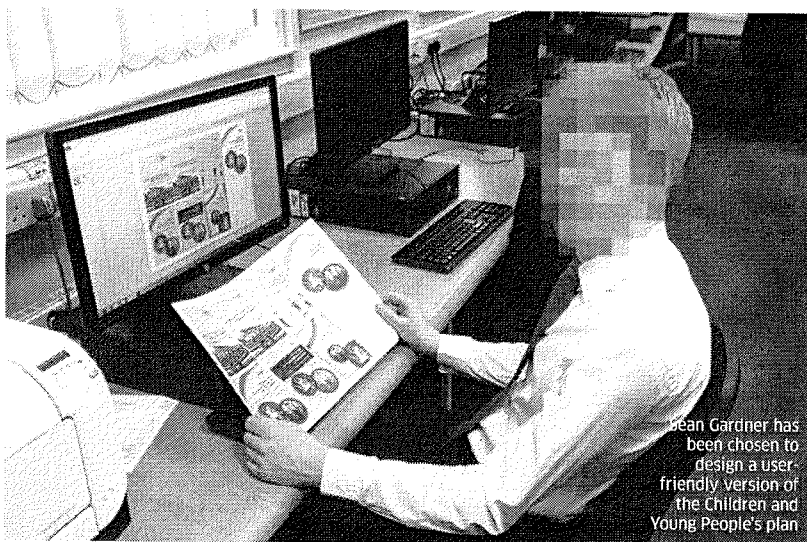
Sean's role is to design a version of the plan that is user-friendly and attracts a wide-ranging readership, including:
● children in upper primary schools
● secondary school students
● parents and carers
● professionals
● local area partners
● politicians.

It will be the main source of information for many readers and an introduction to the full Children and Young People's Plan for others.

Sean, who is hoping to go on to Strathclyde University to study engineering, said: "I was pleased that I could do this project as part of my Advanced Higher Art.

"It's a bit different from the usual stuff that people do, but I will actually be able to see an end-product. I will be quite chuffed seeing it when I pop into North Berwick library. It's quite a responsibility but I hope I've got it right."

Education and Children's Wellbeing spokesperson Councillor

Sean Gardner has been chosen to design a user-friendly version of the Children and Young People's plan

"There's an old saying that it takes a village to raise a child – in East Lothian we think it takes the whole community"

Shamin Akhtar added: "It's fantastic that Sean has agreed to take this on. He's going to come up with a design that makes people want to pick up the plan and read it.

It's going to be the main source of information for many readers and an introduction to the full Children and Young People's Plan for others.

'There's an old saying that it takes a village to raise a child – in East Lothian, we think it takes the whole community.

"That's why we need a plan and we need everyone to know what's in it so that we can deliver it together."

Tranent repairs success

THE Tranent Conservation Area Regeneration Scheme (CARS) is now a year old and there has been a lot of interest from property owners and tenants wanting to repair and improve their properties.

Jamie Baker, from the council's Strategic Investment and Regeneration team, said: "This is a unique opportunity to access funding to make repairs and enhancements to homes and shop fronts, improving the appearance of the town centre and helping boost the local economy.

"The scheme's focus is on good-quality, long-lasting, conservation-standard repair and enhancement work using traditional building skills and materials. The amount of grant available varies, but can be for up to 70 per cent of the costs. Repairs and improvements to some buildings will start this summer."

The project also involves working with the community to incorporate improvements they would like to see. Funding for repairs and improvements is available now.

TO FIND out more or to check eligibility call 01620 827731 or email CARS@ eastlothian.gov.uk

East Lothian Council

REPORT TO: Education Committee

MEETING DATE: 31 May 2016

BY: Depute Chief Executive (Resources and People Services)

3

SUBJECT: Validated Self Evaluation of Educational Psychology Service

1   PURPOSE

1.1   To report on the Validated Self Evaluation of Educational Psychology Service by Education Scotland.

2   RECOMMENDATIONS

2.1   The Committee is asked to: -

(i)   Note the content of the Education Scotland report (Appendix 1).

(ii)   Thank the Educational Psychology Service on the good practice identified and positive feedback received from Education Scotland on the Service provided to children and young people in East Lothian.

(iii)   Note that as a result of the improvement areas identified the Principal Educational Psychologist will be working closely with the Head of Education and Education Service Manager (Additional Support Needs/Early Years) to take forward the recommendations. These will be formalised into an Action Plan which will in turn inform the Service Improvement Plan.

3   BACKGROUND

3.1   East Lothian Educational Psychology Service engaged in a Validated Self Evaluation in March 2016 and the report was published in May 2016.

3.2   The report noted the following key strengths:

- Good relationships between Educational Psychologist's and educational establishments that were highly valued by school staff.

- Building capacity in staff and partners through bespoke training and targeted follow up resulting in improved outcomes for children and young people in the classroom.

- Offering objective and reflective input to multi-agency teams resulting in improved planning, decision making and outcomes for Looked After and Accommodated (LAC) and young people.

- Highly valued research skills and knowledge that was used effectively to build capacity and develop training packages.

3.3 Education Scotland agreed the following areas for further improvement with the Educational Psychology Service and education authority:

- Extend the role of the Service beyond the traditional ASN population and resource allocation process.

- In partnership with the authority, align service delivery more fully and appropriately with a GIRFEC approach.

- Initiate dialogue with the newly appointed Head of Education to review the balance of service delivery, releasing time for the service to utilise its psychological knowledge and expertise to make a stronger strategic contribution to local and national policy initiatives and strategic priorities.

- Ensure that the Educational Psychology Service builds on opportunities to support the authority's vision, values and aims.

4 POLICY IMPLICATIONS

4.1 None.

5 INTEGRATED IMPACT ASSESSMENT

5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel - None

6.3 Other – None

7   BACKGROUND PAPERS

7.1   Education Scotland report on East Lothian Educational Psychology Service dated May 2016 (Appendix 1).

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DATE	6 May 2016

Education Scotland
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Validated self-evaluation

East Lothian Council Educational Psychology Services

May 2016

Transforming lives through learning

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1. What is validated self-evaluation in Educational Psychology Services?

Validated self-evaluation (VSE) is an evaluative activity which supports and challenges the work of Educational Psychology Services (EPS) by working collaboratively. It involves a partnership between the education authority, EPS and HM Inspectors, Education Scotland. In EPS the VSE focuses on two key themes.

- Learning and Teaching.
- Partnership Working.

The themes reflect the Scottish Government's national priorities and relate to the contributions made by EPS to raising attainment, addressing disadvantage and supporting and implementing, *Getting it Right For Every Child* (GIRFEC). Both themes also allow EPS to evidence the impact and outcomes of early intervention and prevention across the full range of their service delivery.

In addition to the core themes, services can choose an additional one to reflect their own context. An additional area may relate to the core themes or reflect other quality indicators which impact on the service's ability to improve outcomes for its stakeholders. For example, leadership, or the delivery of the five Currie (2002)[1] functions of consultation and advice, assessment, intervention, professional development and research and development.

2. What was validated self-evaluation in East Lothian Council's Educational Psychology Service?

East Lothian Council Educational Psychology Service (ELCEPS), working closely with key partners, used the VSE process to deepen their existing knowledge and understanding of their strengths and areas for development in a number of key areas of service delivery. Two themes were selected from their self-evaluation evidence which they felt required further investigation. These were:

- the impact on learners of the EPS' role in providing training and building capacity; and
- the impact of the EPS in working effectively with partners to improve outcomes for children and young people.

The service was keen to use the VSE as an opportunity to identify the areas of service delivery which made the greatest impact and which should be prioritised for further development and improvement. Within the teaching and learning theme, their work on capacity building included, Autistic Spectrum Disorder training, and Video Interactive Guidance training and Intervention and Attachment Disorder training. All of the above had undergone rigorous self-evaluation, which had engaged a wide range of stakeholders and partners. There was also a wide range of development work offered to schools including Brain Based Learning understanding and the use of Growth Mindset.

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[1] Currie (2002), Review of Provision of Educational Psychology Services in Scotland. Scottish Executive.

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The partnership theme explored the EPS contribution to children in the 0-5 years age range with partners. They also considered what schools value when working with the EPS and how their new collaborative processes impact on children and young people. They focused on their role in supporting and improving outcomes for children and young people educated/cared for in out-with provision. Another area considered was how their collaborative processes impact on children and young people, particularly service level agreements and associated paperwork.

The learning and teaching themed group comprised of three partners in the core group. This included a training and development officer, a primary headteacher, and an education officer with the remit for Looked After Children (LAC) and behaviour. The partnership themed group consisted of a primary headteacher, social work development manager and the education department's lead officer for GIRFEC. Each group was led by a member of the ELCEPS and there were a number of Educational Psychologists (EPs) in each group.

The service put in place a programme of activities involving a range of stakeholders and partners to support the VSE process. For example, a parent, early years manager (education), public health practitioner, education managers and a social work team leader. Activities included focus groups, visits to schools, individual and telephone interviews with professionals and parents. Towards the end of each day, the theme groups met to reflect on what they had learnt, and to begin to identify strengths and areas for improvement. The activity leads effectively used a range of person-centred and graphic communication approaches to engage their participants. The themed group leads also met at the end of the day to share their findings across both themes. In this way, themed group members were able to see emerging strengths and areas for further development across and within each theme and in relation to the overall self-evaluation processes. Through such joint evaluative activity, Education Scotland staff were able to assess the rigour of the EPS' self-evaluation processes and the robustness of the evidence used to evaluate performance and service delivery.

3. **What did HM Inspectors learn about the quality of self-evaluation in East Lothian Council's Educational Psychology Service?**

The service provided a well evidenced self-evaluation report. During the VSE, the Education Scotland team found that the service's range of self-evaluation methods such as the use of focus groups, interviews, interrogating existing data and gathering further data came together as an effective range of evaluative activities. It became clear that ELCEPS was working very well to add value to the education authority's work in capacity building and partnership working. As the VSE process progressed, the service engaged in honest and challenging dialogue with their partners and with the Education Scotland team. Service team members, in their themed groups, demonstrated a move towards more focused and objective analysis of the evidence gathered during the VSE self-evaluation activities.

The open participation and engagement of partners and their ability to reflect on their learning increased noticeably throughout the week. The theme leads created a supportive ethos for partners who were empowered to open up and explore areas for improvement. The service benefited from the challenge and questioning provided by partners and HM Inspectors and responded positively by reflecting deeply on their

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practice and the implications for future engagement. Theme leads and EPs asked insightful questions, listened and responded respectfully. Partners commented that they wanted to incorporate some ideas about self-evaluation from the process into their own practice.

The Education Scotland team found evidence of good relationships between EPs and educational establishments which were valued.

A key strength was the impact of bespoke training and targeted follow up from the EPS resulting in improved inclusive outcomes for children and young people in the classroom. The service should now ensure that they are able, through the use of robust data, to highlight better their effectiveness in supporting and maintaining mainstream school placements for children/young people with complex Additional Support Needs (ASN).

The service also demonstrated that they offered objective and reflective input to multi-agency teams resulting in improved planning, decision making and outcomes for LAC and young people. The EPS should extend their assessment methodologies to build capacity in others to help them improve multi-agency decision making about children and young people further. The EPS introduced new and effective approaches such as graphic facilitation to support pupil participation in planning meetings. The service recognised that more opportunity for sampling a wider range of stakeholder views, and in particular that of parents, children and young people would have further strengthened and enhanced their self-evaluation.

Partners valued highly the research skills and knowledge that ELCEPS brought to training and capacity building. This was most highly effective when delivered by EPs who knew the context of the school and could provide follow up support aimed at embedding new learning among the staff team.

ELCEPS identified the need to review its role in ASN assessment and resource allocation and in partnership with the authority, align their service delivery more fully with GIRFEC and other national priorities. They also recognised the need to work more systemically with schools and the authority to apply their psychological knowledge more to impact on a wider range of practice and raise attainment for all. The VSE process provided an opportunity to revisit and reflect on the role of the ELCEPS at a strategic level and engage less in activities which other partners might be better placed to deliver. These are key areas for further improvement.

4. What does the Educational Psychology Service plan to do next?

The service identified strengths and areas for development within each of the two themed areas. These can be found on the ELCEPS website
http://www.eastlothian.gov.uk/info/200165/educational_psychology

Education Scotland and ELCEPS agreed on the following next steps.

• Extend the role of ELCEPS beyond the traditional ASN population and resource allocation process.

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- In partnership with the authority, align service delivery more fully and appropriately with a GIRFEC approach.
- Initiate dialogue with the newly appointed Head of Education to review the balance of service delivery, releasing time for the service to utilise its psychological knowledge and expertise to make a stronger strategic contribution to local and national policy initiatives and strategic priorities.
- Ensure that the EPS builds on opportunities to support the authority's vision, values and aims.

5. What is East Lothian Council's Educational Psychology Service's capacity for improvement?

The Principal Educational Psychologist has made very good progress in establishing systems and processes for effective self-evaluation which has highlighted strengths and key areas for improvement. As such, Education Scotland validated their self-evaluation. As a result of the improvement areas identified during the VSE and the appointment of a new Head of Education, further engagement by Education Scotland with the authority and ELCEPS will be negotiated through the Local Partnership Agreement and in consultation with the Area Lead Officer, HM Inspector.

Nicola Robertson
Lead Facilitator
6 May 2016

Further information about the EPS VSE reports and self-evaluation can be found on the service's website http://www.eastlothian.gov.uk/info/200165/educational_psychology

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East Lothian Council

REPORT TO:	Education Committee
MEETING DATE:	31 May 2016
BY:	Depute Chief Executive (Resources and People Services)
SUBJECT:	National Improvement Framework (NIF)

4

1 PURPOSE

1.1 The Committee is asked to consider the implications that the National Improvement Framework will have on the Education Service and schools across East Lothian.

2 RECOMMENDATIONS

2.1 The Committee is asked to:-

i. Note the Education Service will review its approach to improvement planning and reporting to reflect the National Improvement Framework priorities and key drivers for improvement, as well as current local priorities.

ii. Approve that the Head of Service reports back to Committee as and when appropriate on progress made with the implementation of the National Improvement Framework.

3 BACKGROUND

3.1 The National Improvement Framework (NIF) for Scottish Education was published by the Scottish Government 6 January 2016.

3.2 The NIF is designed to address one of the key issues identified by the Organisation for Economic Co-operation and Development, the need to develop an integrated framework for assessment and evaluation that encompasses all system levels and ensures all partners are focused effectively on key priorities.

3.3 The NIF has been created to align our collective improvement activities, across all partners in the education system to address current key priorities:

- Improvement in attainment, particularly in literacy and numeracy;

- Closing the attainment gap between the most and least disadvantaged children;

- Improvement in children and young people's health and wellbeing; and

- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

3.4 The NIF also sets out six key drivers for improvement which will be instrumental to achieving the key priorities and inform the evidence and data gathered at school, local authority and national level to determine how well Scottish education is improving. The six key drivers for improvement are:

- School leadership

- Teacher professionalism

- Parental engagement

- Assessment of children's progress

- School improvement

- Performance information

3.5 As part of the Education (Scotland) Act 2016, the reporting procedures for the NIF have been placed on a statutory footing. The Act requires local authorities to fulfil their existing duty to secure improvement in school education in a way which achieves the key priorities set out in the NIF. This means from 2017 there will be a requirement to report on aspects of the NIF at school and local authority level, and Standards and Quality reporting will need to change.

3.6 The Education Local Improvement Plan and Strategy is being updated to ensure it takes into account the NIF key priorities, drivers for improvement and reporting arrangements for the NIF from 2016/17 onwards.

3.7 The Quality Assurance Policy 2015 approved by the Committee 16 June 2015 will be amended to include revised approaches to improvement planning which reflect the NIF priorities and key drivers for improvement, as well as current local priorities.

4   POLICY IMPLICATIONS

4.1 The Education (Scotland) Act 2016 places the NIF and reporting arrangements on a statutory footing. The Act will require the Education

Service to fulfil its existing duties to secure improvement in school education in a way which achieves the key priorities set out in the NIF.

5   INTEGRATED IMPACT ASSESSMENT

5.1   The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6   RESOURCE IMPLICATIONS

6.1   Financial - None

6.2   Personnel - None

6.3   Other - None

7   BACKGROUND PAPERS

7.1   The National Improvement Framework
http://www.gov.scot/Publications/2016/01/8314

7.2   Improving Schools in Scotland : An OECD Perspective OECD, 2015
http://www.oecd.org/edu/school/improving-schools-in-scotland.htm

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East Lothian Council

REPORT TO: Education Committee

MEETING DATE: 31 May 2016

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Reading in East Lothian Schools

5

1   PURPOSE

1.1   To inform the Committee of the work going on within schools, clusters and across the local authority to raise attainment in reading.

2   RECOMMENDATIONS

2.1   The Committee is asked to note the report.

3   BACKGROUND

3.1   Whilst the majority of our schools in East Lothian are making good progress in the development of reading skills, we must acknowledge that there is more that can be done.

3.2   The East Lothian Literacy Strategy was set out in such a way so as to reflect the approaches to raising attainment in literacy that had been identified in the *Raising Attainment* document published in 2012 by the Scottish Government and Education Scotland in association with ADES.

3.3   Since that time schools have been working to implement the 'Significant Aspects of Learning' identified in guidance from Education Scotland more recently. This is supporting staff in ensuring appropriate learning pathways for all children in developing their reading skills.

3.4   In December 2015 £1,000 was allocated to literacy co-ordinators in each school cluster for the purpose of supporting leaders and practitioners to engage effectively with the Literacy Strategy and provide support for the further development of reading and literacy skills.

3.5   All schools have also very recently completed a literacy audit that has provided information about the range of resources, teaching strategies

and specific interventions adopted to raise attainment in literacy. This information has allowed us to establish the extent to which there are common approaches in our schools that are having a positive impact on improving reading attainment. Schools will also be evaluating and reporting on their progress in addressing the expectations within the Literacy Strategy through their Standards and Quality report 2015/16.

3.6 *Features of Practice*

3.6.1 Clusters have used this additional funding to support raising attainment in reading within contexts specific to their local situation. For example in Musselburgh a whole community approach was adopted ('Reading is Braw') where the focus is on all members of the community engaging with and promoting reading in a wide range of settings. This has led to the cluster bidding for further funding from the Scottish Government Innovation Fund. The outcome of this bid is awaited. The Tranent Cluster adopted a different approach and Literacy co-ordinators produced an outline of suggestions of good practice for staff in developing reading and literacy as a follow up to last year's 'Ross Rocks Reading' programme.

3.7 **Features of Improvement**

3.7.1 As an Education service we are very aware of the need to improve our attainment in reading for all children, and in particular for children in the early primary years.

3.7.2 To this end the Educational Psychology team have been working to support the development of literacy skills with a particular focus on identifying reading difficulty in the early years. The intention is to produce an East Lothian position paper on identification, assessment and support for practitioners. A working group of interested parties such as Head Teachers and support for learning teachers are working with the Educational Psychology service to have this support for staff in place by the beginning of the new school session 2016-17.

3.7.3 In addition we have arranged staff development sessions to provide P1 teachers with training in the "Primary One Literacy Assessment and Action Resource" (POLAAR). This is a resource that is designed to help P1 teachers identify and assess children who are most at risk of developing later difficulties with reading and writing. Our expectation is that all P1 teachers will undertake the training over the course of this school session and session 2016-17. We will evaluate the impact of these approaches towards the end of session 2016-17.

3.7.4 On 3 March 2016 (World Book Day) the First Minister announced that there would be a Reading Challenge for all P4 to P7 pupils in Scotland starting in August 2016. Lindsey Barley, Depute Head Teacher,

Musselburgh Burgh Primary School has been invited to be a member of this Reading Challenge Advisory Group and in due course we will be able to disseminate the findings and recommendations from this group.

3.8 In January 2016 the Scottish Government published a National Improvement Framework (NIF) for Scottish Education. Part of the government commitment is to ensure that *"every child has the same opportunity to succeed, with a particular focus on closing the poverty related attainment gap"*

3.9 A key priority of the NIF is improvements in attainment in literacy and numeracy. From 2016 Local Authorities will be required to provide Scottish Government with annual data on a range of measures of children's progress. This will include reporting on Curriculum for Excellence levels in literacy and numeracy at P1, P4, P7 and S3. We will be reporting on highest Curriculum for Excellence levels achieved in reading, writing and listening and talking. This will be based on teacher judgement informed by standardised assessments used by East Lothian Council. This will tell us how our children and young people are progressing with their reading.

3.10 As with all other Local Authorities, East Lothian has been allocated some development time from one of the Attainment Advisers from Education Scotland. As part of this work a number of primary Head Teachers in the authority worked with the Attainment Adviser to explore effective approaches to closing the attainment gap between the most and least deprived children in our primary schools. The Attainment Adviser is now working with our Head Teachers to evaluate what is working well in order to develop improved consistency and a shared understanding of good practice about effective interventions that will help close the attainment gap.

3.11 East Lothian data for reading shows how well children from the most disadvantaged backgrounds and least disadvantaged backgrounds are achieving at P1. This socio-economic focus will complement data from the recent survey of the Early Development Instrument (EDI). This approach measures developmental readiness for school learning in the early months of Primary 1. It is not a diagnostic tool and does not report findings on individual children. It gives a snapshot of groups of children's developmental health in five areas:
- Physical health and well-being;
- Social competence;
- Emotional maturity;
- Language and cognitive development; and
- Communication skills and general knowledge

3.12 This range of data will provide additional information to support our drive to raise attainment, with a particular focus on literacy, and will address underachievement, thus helping us to intervene early.

3.13 InCAS assessments were carried out by schools in East Lothian for the first time in 2014/15 and replaced the previous P3, P5 and P7 ePIPS assessments. Scores from the ePIPS assessments are standardised on a different scale to InCAS. A formula provided by the Centre for Evaluation and Monitoring (CEM) has been applied to convert the historical ePIPS scores to the INCAS scale to allow for trends reporting. However, the ePIPS scores were standardised across Scotland while the INCAS scores are standardised across Scotland and England and therefore may not be directly comparable, particularly at P7 where the pupils in England will have been preparing for their SATs tests.

The 2014/15 P7 cohort was the first group of pupils to undertake the InCAS assessments and a number of technical issues were experienced during this first assessment period which may have prevented some of these P7 pupils from completing the assessments properly. Therefore, the P7 results in 2014/15 may not be fully reflective of the actual ability of the 2014/15 P7 cohort and this will also have an impact on the overall combined stage results.

3.14 Referring to Table 1 below, INCAS average reading scores in East Lothian have generally increased since 2011/2012 for P5 and P7 pupils. The Follow-up PIPS scores (assessed in May) have followed a falling trend over a similar time period. Despite the general increase in P7 INCAS reading scores since 2011/2012, there has been a sudden decline in 2014/15 to below the UK Standardised Mean, which has also remained the case for 2015/2016. INCAS Scores have always been higher than the UK Standardised Mean in East Lothian, apart from the recent decrease in score in P7. Similarly, P1 PIPS follow-up scores have been decreasing over the years, falling below the Scottish Standardised Mean for the first time in 2014/2015. Scores for 2015/2016 were not available at the time of this report.

Table 1 – PIPS & INCAS Reading Scores by Stage

Stage	10/11	11/12	12/13	13/14	14/15	15/16	3 Yr Ave	Net Change	5 Yr Trend
P1 (PIPS)	51.34	51.22	50.96	50.42	49.49	N/A	49.66	-2.65	-0.66
P3 (INCAS)		100.93	101.35	103.05	103.94	104.13	103.71	2.61	0.80
P5 (INCAS)		101.32	100.85	101.66	105.76	106.58	104.67	4.90	1.32
P7 (INCAS)		101.12	102.23	104.25	97.97	98.69	100.31	-1.44	-0.61
P3 to P7 (INCAS)		101.12	101.46	102.97	102.65	103.30	102.97	2.19	0.55
National (INCAS)		100.00	100.00	100.00	100.00	100.00			

PIPS Scores have a Scottish Standardised Mean Score of 50
** INCAS Scores have a UK Standardised Mean Score of 100

3.15 As can be seen in Table 2a and 2b below, P3-P7 boys had been increasing their average score until the P7 score decrease in 2014/15 and 2015/16. Boys scores in P3 and P5 are above the UK Standardised Mean and are generally increasing. The similar P7 score decrease occurred for girls in both 2014/15 and 2015/16, but not to the same extent as boys. The girls P7 score in 2015/16 still remained above the UK Standardised Mean score.

Tables 2a & 2b – P1 PIPS and P3-P7 INCAS by Gender

Table 2a - boys

Stage	10/11	11/12	12/13	13/14	14/15	15/16	3 Yr Ave	Net Change	5 Yr Trend
P1 (PIPS - Follow up in May)	50.97	50.26	50.7	50.0	48.32	N/A	49.66	-2.6	-0.66
P3 (INCAS)	101.00	99.60	99.8	101.9	103.20	103.90	103.00	2.9	1.08
P5 (INCAS)	100.4	99.40	99.50	100.40	104.3	105.3	103.33	4.9	1.48
P7 (INCAS)	98.10	99.9	101.5	102.5	96.0	97.30	98.60	-0.8	-0.65
P3 to P7 (INCAS)	99.8	99.7	100.30	101.50	101.50	102.30	101.77	2.5	0.65

Table 2b - Girls

Stage	10/11	11/12	12/13	13/14	14/15	15/16	3 Yr Ave	Net Change	5 Yr Trend
P1 (PIPS - Follow up in May)	53.37	52.28	51.3	50.9	50.69	N/A	50.94	-2.7	-0.67
P3 (INCAS)	103.60	102.50	103.0	104.3	104.70	104.40	104.47	0.8	0.48
P5 (INCAS)	103.70	103.10	102.20	103.10	107.3	108.0	106.13	4.3	1.23
P7 (INCAS)	101.70	102.20	103.1	106.0	99.8	100.30	102.03	-1.4	-0.48
P3 to P7 (INCAS)	103.00	102.60	102.70	104.50	103.80	104.40	104.23	1.4	0.45

*PIPS Scores have a Scottish Standardised Mean Score of 50
** INCAS Scores have a UK Standardised Mean Score of 100

3.16 From Table 3 below, the gap between the genders has generally been reducing in P3's but has been increasing in P5 and P7. Looking at the 3 year average, it can be seen the gap between genders, typically increases the older the pupils are.

Table 3 – Gender Gap in PIPS and INCAS Scores

Stage	10/11	11/12	12/13	13/14	14/15	15/16	3 Yr Ave
P1 Gap (PIPS - Follow up in May)	2.40	2.03	0.60	0.86	2.37		1.28
P3 Gap (INCAS)	2.60	2.90	3.20	2.40	1.50	0.53	1.48
P5 Gap (INCAS)	3.30	3.70	2.70	2.70	3.00	2.67	2.79
P7 Gap (INCAS)	3.60	2.30	1.60	3.50	3.80	2.93	3.41
P3 to P7 Gap (INCAS)	3.20	2.90	2.40	3.00	2.30	2.06	2.45

3.17   Table 4 below shows the difference in reading scores between the most deprived 30% and the remaining 70%. Similarly to the gender gap, the deprivation gap has generally been declining in P3 but has experienced recent increases in both P5 and P7. Looking at the 3 year average, there again appears to be a general trend that the deprivation gap typically increases as pupils get older.

Table 4 – Most Deprived v Remaining 70% Difference

Stage	10/11	11/12	12/13	13/14	14/15	15/16	3 Yr Ave
P1 Gap (PIPS - Follow up in May)		4.78	4.07	3.25	5.4	N/A	4.24
P3 Gap (INCAS)	5.57	3.72	6.07	8.63	5.97	5.40	6.67
P5 Gap (INCAS)	7.21	7.85	6.70	6.62	6.11	8.66	7.13
P7 Gap (INCAS)	7.09	6.11	6.57	8.12	6.89	7.27	7.42
P3 to P7 Gap (INCAS)	6.61	5.86	6.48	7.76	6.56	6.92	7.08

4   POLICY IMPLICATIONS

4.1   None.

5   INTEGRATED IMPACT ASSESSMENT

5.1   The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6   RESOURCE IMPLICATIONS

6.1   Financial - None

6.2   Personnel - None

6.3   Other – None

7   BACKGROUND PAPERS

7.1   None.

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East Lothian Council

REPORT TO:	Education Committee
MEETING DATE:	31 May 2016
BY:	Depute Chief Executive (Resources and People Services)
SUBJECT:	Student Evaluation of Experience (SEE) Survey Results 2015/16

6

1   PURPOSE

1.1   The purpose of this report is to inform the Committee of the results of the 2015/16 Student Evaluation of Experience (SEE) Survey held in November to December 2015 and authority-level trends for the last five years.

2   RECOMMENDATIONS

2.1   The Committee is asked to:

   i.   Note the results of the 2015/16 SEE Survey and authority-level trends for the last five years.

   ii.   Authorise the Head of Education and relevant stakeholders to make use of the results to inform service planning and support the community planning process.

3   BACKGROUND

3.1   The Education service is committed to involving and consulting children and young people in the development, delivery and review of policies and services and has a range of procedures in place to gather information relating to its effectiveness. As well as many of the evaluative activities related to standardised assessments, tracking systems, evaluation visits and INSIGHT, it also regularly asks staff and pupils to give feedback about its performance.

3.2   The annual SEE (Student Evaluation of Experience) Survey specifically asks young people in Primary 6 and Secondary 2 for their view on a wide range of subjects, including teaching and learning, community safety, participation, child protection, physical/sports activities and environmental issues. This information is analysed at school, cluster and local authority

level and specific actions may follow as a direct result of the information given.

3.3   The information derived from these measures is used by senior management teams in schools to inform the development planning process and by Departmental staff to inform service planning in Headquarters. The information is also used by colleagues and other stakeholders out with the Department to support the community planning process which is intended to meet the needs of youngsters outside school.

3.4   Following a review of the measures in Summer of 2015, the number of questions increased to 35, with five new questions being added and 6 existing questions re-worded.

3.5   The five new questions added as measures this year are:

- In school, I can learn about healthy lifestyles, including thinking about my feelings and relationships.
- I know that people care about me at this school.
- My school offers plenty of opportunities for extra-curricular activities.
- I feel I belong in my class/school/community.
- I help others in my school to make sure they feel included in play and learning.

3.6   The six measures that have been re-worded this year are set out in Table 1 below:

Table 1:

Question Number	2015-16 Question	2014-15 Question
5	I know who to go to in school if I am not happy about how someone is treating me	I know what to do if I am not happy about how someone is treating me
6	People at school help me to make healthy choices	I live a healthy life
8	Teachers tell me how I can improve my learning	Teachers show me how I can improve my learning
11	Pupils in this school are successful learners	My knowledge has increased in school
17	I can plan my learning and make choices about how I learn in school	I have opportunities to contribute to the life of the school
24	Pupils at this school take account of other people's feelings and viewpoints	I take account of other people's feelings and viewpoints

3.7   Due to the specific shift in focus of questions 6, 11, 17 and 24 in Table 1 above it is not possible to provide direct comparisons with previous response rates and trends for the original responses.

3.8 The questions this year were again grouped under the SHANARRI headings. A full list of the 35 questions now included in the survey is attached (Appendix 1).

3.9 Of the 35 measures now in place, 34 of them are able to be calculated to measure the proportion of pupils who 'Agreed' or 'Strongly agreed' or provided a 'Yes' response to each individual question.

3.10 The figures reported represent the aggregate responses of the P6 pupils, S2 pupils and the combined total of these stages expressed as percentages of the respective total populations who responded that they agreed or strongly agreed with each statement or who responded 'yes' to a direct question.

3.11 Five-year average percentage rate of change (RoC) trends are presented along with the annual percentages to show the rate of progress and provide an indication of a declining or improving trend over time.

3.12 A positive value indicates an improving trend on average over the five-year period and a negative value indicates a declining trend.

3.13 The survey was conducted via a hyperlink over the web using Lime Survey, a free open source survey application, and all responses are anonymous.

Results of the 2015-16 SEE Survey

3.14 A total of 1,950 P6 and S2 pupils completed the 2015/16 SEE survey from a possible total of 2,110 pupils, representing a combined P6 and S2 response rate of 92.4%: 1,134 P6 pupils with 1,046 P6 pupils providing a response to each individual question (98.5% P6 completion rate) and 816 S2 pupils with 771 S2 pupils providing a response (85% S2 completion rate).

3.15 The tables in Appendix 2 show the annual trends of average response rates for the P6, S2 stages and combined stages for each pupil measure from 2010/11 to 2015/16.

3.16 Of the 34 measures that could be calculated:
- 21 returned a positive response of 80% or more at the P6 stage
- 17 returned a positive response of 80% or more at the S2 stage
- 23 returned a positive response of 80% or more (combined stages)

Combined P6 and S2 Average Results - Highlights.

3.17 Figure 1 overleaf shows the average percentages based on results for the total questions grouped under each SHANARRI heading for the combined P6 & S2 Pupils.

Figure 1… /

Figure 1: Combined P6 & S2 Pupils

Bar chart: Combined P6 & S2 Average % of Strongly Agree & Agree

SAFE	HEALTHY	ACHIEVING	NURTURED	ACTIVE	RESPECTED	RESPONSIBLE	INCLUDED
91.9	87.8	79.3	66.7	80.5	73	74.2	78.8
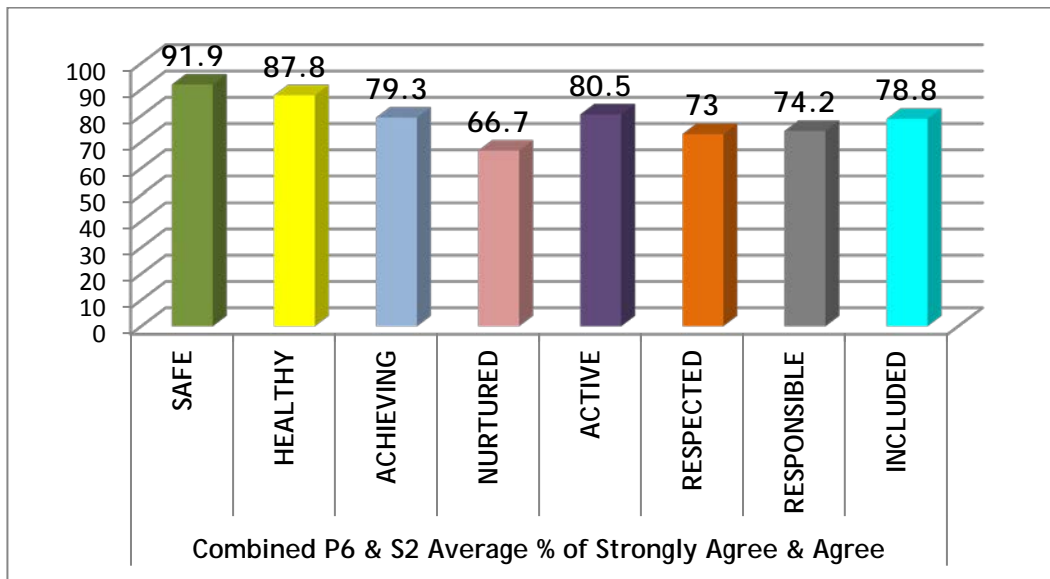
3.18 Of the 34 measures that could be calculated, 23 returned a positive response of 80% or more for the combined stages, with 10 of these showing a positive response rate of 90% or more. The main highlights grouped under the SHANARRI headings are:

Safe:
- ➢ 98.2% of P6 and S2 pupils know how to keep themselves safe when using technology;
- ➢ 95.9% feel safe to go out in their local neighbourhood during the day;
- ➢ 93.3% feel safe and secure in school; and
- ➢ 93.3% know who to go to in school if they are not happy about how someone is treating them.

Healthy:
- ➢ 94.4% of P6 and S2 pupils agree that in school they can learn about healthy lifestyles, including thinking about their feelings and relationships;
- ➢ 83% agree that people at school help them to make healthy choices; and
- ➢ 86% are able to get information about health services in East Lothian

Achieving:
- ➢ 94.4% of P6 and S2 pupils agree that they know what they are good at and what they need to work on (or develop);
- ➢ 93.6% agree that teachers tell them how they can improve their learning and 90.9% agree that pupils in their school are successful learners;

> ➤ 82.6% agree that the school recognises their achievements in school and 79.6% agree that their lessons are interesting.

Nurtured:
> ➤ 85.8% of pupils agree that people care about them at their school; and
> ➤ 83.2% report they enjoy being at their school.

Active:
> ➤ 86.8% of P6 and S2 pupils report that they can plan their learning and make choices about how they learn in school;
> ➤ 89.1% report their school offers plenty of opportunities for extra-curricular activities with 83.4% reporting that they take part in physical activities outside the school day

Respected:
> ➤ 88.0% of P6 & S2 pupils have heard about the United Nations Convention on the Rights of the Child; and
> ➤ 82.2% of pupils agree they are treated fairly in school.

Responsible:
> ➤ 79.9% of P6 & S2 pupils agree that they contribute to decisions made in their school, a slight improvement of 0.8% on the previous year.

Included:
> ➤ 98.1% of P6 and S2 pupils report that they can use the internet in their homes.

> ➤ 91.7% of pupils report that they help others in their school to make sure they feel included in play and learning; and

> ➤ 86.3% report they feel they belong in their class/school/community.

3.19   8 of the original 24 measures from 2015/16 show an improvement on the previous year, with 14 showing an improved trend over the five-year period.

3.20   Most notable improvements in 2015/16 are the number of pupils agreeing that:

> ➤ they use the school web log/site/learning log to help in their learning (increase of 5.4% in 2015/16)

> ➤ they have opportunities to get involved with environmental issues in their local neighbourhood (increase of 2.3% in 2015/16 and 2.4% over the five-year period)

3.21   Most notable improvements over the five-year period also include the number of pupils agreeing that:

> they have heard of the "Wellbeing Indicators" (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) (increase of 8.8% between 2011/12 and 2015/16)

> they have heard about the United Conventions on the Rights of the Child (increase of 5.7% between 2011/12 and 2015/16)

3.22 The number of pupils agreeing that they have heard of the "Wellbeing Indicators" and the number agreeing that they use the school web log/site/learning log, while both improving, remain under 60%.

3.23 There are 15 measures that show a decrease on the previous year. The most notable decreases in 2015/16 are the number of pupils agreeing that:

> they can access regular public transport, bus or train, where they live (decrease of 29.2% in 2015/16 and 7.4% between 2011/12 and 2015/16)

> they are treated fairly in school (decrease of 3.0% in 2015/16)

> their school recognises their achievements out of school (decrease of 2.5% in 2015/16 and 3.9% over the five-year period)

P6 Results - Highlights

3.24 Figure 2 below shows the average percentages based on results for the total questions grouped under each SHANARRI heading for the P6 Pupils.

Figure 2: P6 Pupils

P6 Average % of Strongly Agree & Agree

SAFE 91.1, HEALTHY 89.6, ACHIEVING 84.3, NURTURED 71.4, ACTIVE 84.7, RESPECTED 77.6, RESPONSIBLE 79.5, INCLUDED 80.9
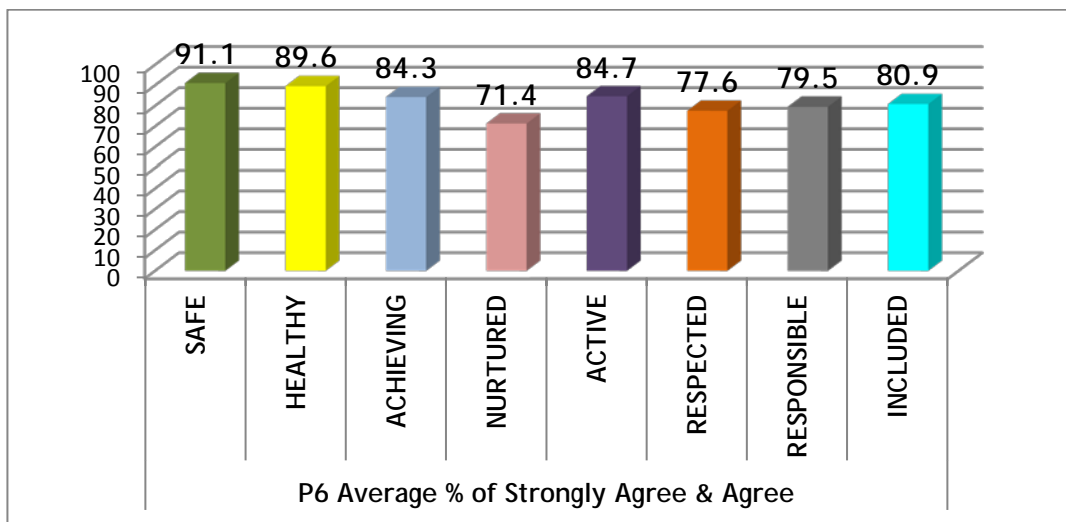
3.25 Of the 34 measures that could be calculated, 23 returned a positive response of 80% or more for the P6 pupils, with 13 of these showing a positive response rate of 90% or more. The main highlights for P6 pupils grouped under the SHANARRI headings are:

Safe:
- 97.6% know how to keep themselves safe when using technology;
- 95.0% of P6 pupils feel safe to go out in their local neighbourhood during the day;
- 93.7% feel safe and secure in school; and
- 94.2% of P6 pupils know who to go to in school if they are not happy about how someone is treating them.

Healthy:
- 94.5% of P6 pupils agree that in school they can learn about healthy lifestyles, including thinking about their feelings and relationships;
- 88.4% are able to get information about health services in East Lothian; and
- 85.9% report that people at school help them to make healthy choices.

Achieving:
- 96.7% of P6 pupils report that teachers tell them how they can improve their learning;
- 96.5% know what they are good at and what they need to work on (or develop);
- 93.0% agree that pupils in their school are successful learners;
- 88.1% report that the school recognises their achievements in school; and
- 86.3% agree that their lessons are interesting.

Nurtured:
- 90.1% of P6 pupils agree that people care about them at their school; and
- 88.6% report that they enjoy being at their school.

Active:
- 90% of P6 pupils report that they can plan their learning and make choices about how they learn in school;
- 90.7% report their school offers plenty of opportunities for extra-curricular activities; and
- 88.9% report that they take part in physical activities outside the school day.

Respected:
- 89.4% of P6 pupils have heard about the United Nations Convention on the Rights of the Child; and
- 87.5% of pupils agree they are treated fairly in school.

Responsible:

> ➢ 87.6% of P6 pupils agree that they contribute to decisions made in their school;

> ➢ 78.3% report that most pupils behave well in school with 79.7% reporting that pupils in their school take account of other people's feelings and viewpoints.

Included:

> ➢ 98.0% of P6 pupils report that they can use the internet in their homes.

> ➢ 95.4% of pupils report that they help others in their school to make sure they feel included in play and learning; and

> ➢ 89.5% report they feel they belong in their class/school/community.

3.25 10 of the original 24 measures from 2015/16 show an improvement on the previous year, with 11 showing an improved trend over the five-year period.

3.26 Most notable improvements in 2015/16 are the number of P6 pupils agreeing that:

> ➢ they have heard of the "Wellbeing Indicators" (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) (increase of 3.8% in 2015/16 and 10.5% over the five-year period)

> ➢ they have a bank account (increase of 2.5% in 2015/16)

> ➢ they take part in physical activities outside the school day (increase of 1.5% in 2015/16)

3.27 Most notable improvements over the five-year period also include the number of P6 pupils agreeing that:

> ➢ they have heard about the United Conventions on the Rights of the Child (increase of 5.2% between 2011/12 and 2015/16)

3.28 There are 14 measures that show a decrease on the previous year. The most notable decreases in 2015/16 are the number of P6 pupils agreeing that:

> ➢ they can access regular public transport, bus or train, where they live (decrease of 14.7% in 2015/16 and 4.1% between 2011/12 and 2015/16)

> ➢ their school recognises their achievements out of school (decrease of 8.7% in 2015/16 and 1.1% over the five-year period)

> ➢ their school recognises their achievements in school (decrease of 4.9% in 2015/16 and 1.0% over the five-year period); and

➤ they are treated fairly in school (decrease of 4.4% in 2015/16 and 0.5% over the five-year period).

S2 Results – Highlights

3.29 Figure 3 below shows the average percentages based on results for the total questions grouped under each SHANARRI heading for the S2 Pupils.

Figure 3: S2 Pupils
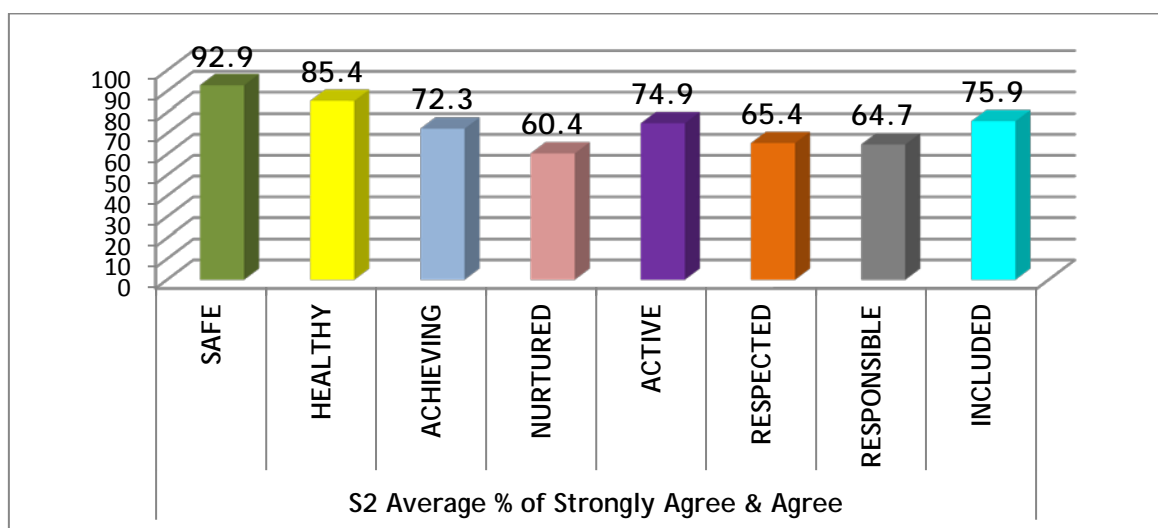
3.30 Of the 34 measures that could be calculated, 17 returned a positive response of 80% or more for the S2 pupils, with 7 of these showing a positive response rate of 90% or more. The main highlights for S2 pupils grouped under the SHANARRI headings are:

Safe:
➤ 99% of S2 pupils know how to keep themselves safe when using technology;
➤ 97.3% feel safe to go out in their local neighbourhood during the day;
➤ 92.8% feel safe and secure in school; and
➤ 92% know who to go to in school if they are not happy about how someone is treating them.

Healthy:
➤ 94.2% of S2 pupils agree that in school they can learn about healthy lifestyles, including thinking about their feelings and relationships;
➤ 79.2% agree that people at school help them to make healthy choices; and
➤ 82.7% are able to get information about health services in East Lothian

Achieving:
- ➢ 91.4% of S2 pupils know what they are good at and what they need to work on (or develop);
- ➢ 89.4% report that teachers tell them how they can improve their learning;
- ➢ 88.1% agree that pupils in their school are successful learners;
- ➢ 75.1% agree that the school recognises their achievements in school and 70.3% agree that their lessons are interesting.

Nurtured:
- ➢ 80% of S2 pupils agree that people care about them at their school with 75.7% reporting that they enjoy being at their school.

Active:
- ➢ 82.5% of S2 pupils report that they can plan their learning and make choices about how they learn in school;
- ➢ 87.0% report their school offers plenty of opportunities for extra-curricular activities with 75.8% reporting that they take part in physical activities outside the school day

Respected:
- ➢ 86.2% of S2 pupils have heard about the United Nations Convention on the Rights of the Child;
- ➢ and 74.9% of pupils agree they are treated fairly in school.

Responsible:
- ➢ 69.4% of P6 & S2 pupils agree that they contribute to decisions made in their school, a slight improvement of 0.4% on the previous year.

Included:
- ➢ 98.2% of S2 pupils report that they can use the internet in their homes.

- ➢ 86.8% of pupils help others in their school to make sure they feel included in play and learning with 81.9% reporting they feel they belong in their class/school/community.

3.31   7 of the original 24 measures from 2015/16 show an improvement on the previous year, with 9 showing an improved trend over the five-year period.

3.32   Most notable improvements in 2015/16 are the number of S2 pupils agreeing that:

- ➢ they use the school web log/site/learning log to help in their learning (increase of 9.9% in 2015/16 and 3.1% between 2011/12 and 2015/16)

➢ most pupils behave well in their school (increase of 2.4% in 2015/16); and

➢ they have opportunities to get involved with environmental issues in their local neighbourhood (increase of 1.2% in 2015/16 and 3.2% over the five-year period)

3.33 Most notable improvements over the five-year period also include the number of S2 pupils agreeing that:

- they have heard about the United Conventions on the Rights of the Child (increase of 6.1% between 2011/12 and 2015/16)

➢ they have heard of the "Wellbeing Indicators" (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) (increase of 5.8% between 2011/12 and 2015/16)

3.34 While the number of S2 pupils reporting they use the school web log/site/learning log, and reporting that most pupils behave well in school both show an improving trend, they still remain under 65% in 2015/16.

3.35 There are 17 measures that show a decrease on the previous year. The most notable decreases in 2015/16 are the number of S2 pupils agreeing that:

➢ they can access regular public transport, bus or train, where they live (decrease of 46.3% in 2015/16 and 11.3% between 2011/12 and 2015/16)

➢ they take part in physical activities outside the school day (decrease of 4.6% in 2015/16 and 0.1% over the five-year period);

➢ they enjoy being at this school (decrease of 4.3% in 2015/16 and 1.5% over the five-year period); and

➢ they are treated fairly in school (decrease of 3.6% in 2015/16 and 1.8% over the five-year period).

Next Steps

3.36 School, cluster and authority level results have been shared with Head Teachers and staff for further discussion in schools and at cluster meetings to inform the school development planning process.

3.37 Quality Improvement Officers will discuss the school level results with Head Teachers at the next cluster meeting. Topics for discussion will be three positive responses from their school results and three areas to work on in the next academic session. The aim will be to raise awareness with pupils and parents at, for example, school assembly.

3.38 The cluster and authority level results and trends have been shared with relevant officers in other Council Services to support the Community Planning process, Area Partnership working and Service Planning.

3.39 2015-16 Authority level results will be reported on through the East Lothian Single Outcome Agreement, Children's Strategic Partnership, East Lothian and Ward Profile updates.

4   POLICY IMPLICATIONS

4.1   None.

5   INTEGRATED IMPACT ASSESSMENT

5.1   The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6   RESOURCE IMPLICATIONS

6.1   Financial - None

6.2   Personnel - None

6.3   Other - None

7   BACKGROUND PAPERS

7.1   List of measures used in the 2015/16 Pupil Survey (Appendix 1).

7.2   Table showing East Lothian average response rate trends from 2010/11 to 2015/16 for P6, S2 and combined stages (Appendix 2)

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DATE	3 May 2016

Student Evaluation of Experience (SEE) Survey – Questions for 2015-16 Grouped by SHANARRI Headings

SHANARRI Headings:	Questions:
SAFE	I feel safe and secure in school
SAFE	I know how to keep myself safe when using information technology (e.g. Internet and mobile phones)
SAFE	I feel safe to go out in my local neighbourhood during the day
SAFE	I feel safe to go out in my local neighbourhood during the evening
SAFE	I know who to go to in school if I am not happy about how someone is treating me
HEALTHY	People at school help me to make healthy choices
HEALTHY	In school, I can learn about healthy lifestyles, including thinking about my feelings and relationships
HEALTHY	I am able to get information about my health in East Lothian
ACHIEVING	Teachers tell me how I can improve my learning
ACHIEVING	My lessons are interesting
ACHIEVING	I know what I am good at and what I need to work on (or develop)
ACHIEVING	Pupils in this school are successful learners
ACHIEVING	I use my school weblog/website/learning log to help me in my learning
ACHIEVING	My school recognises my achievements in school
ACHIEVING	My school recognises my achievements out of school
NURTURED	I enjoy being at this school
NURTURED	I know that people care about me at this school
NURTURED	I regularly help to take care of someone in my family who is physically or mentally ill or has problems with drugs or alcohol
ACTIVE	I can plan my learning and make choices about how I learn in school
ACTIVE	I have the opportunities to get involved with environmental issues in my local neighbourhood
ACTIVE	My school offers plenty of opportunities for extra-curricular activities
ACTIVE	I take part in physical activities outside the school day
RESPECTED	I am treated fairly in this school
RESPECTED	I feel young people's views are listened to in my local neighbourhood
RESPECTED	I have learned about my rights and responsibilities listed in the United Nations Convention on the Rights of the Child
RESPECTED	I have heard of the "Wellbeing Indicators" (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included)
RESPONSIBLE	I am able to contribute to decisions made in our school
RESPONSIBLE	Most pupils behave well in this school
RESPONSIBLE	Pupils in this school take account of other people's feelings and viewpoints
INCLUDED	I can access regular public transport, bus or train where I live
INCLUDED	I have a bank account
INCLUDED	I can use the internet at home
INCLUDED	I feel I belong in my class/school/community
INCLUDED	I help others in my school to make sure they feel included in play and learning
NURTURED	*I have been given good support from people in the school or from people outside the school through a Staged Assessment Meeting*

Student Evaluation of Experience (SEE) Survey Response Trends 2011-12 to 2015-16

Notes: [1] Comb = Combined P6 & S2 Performance   [2] RoC = Average Rate of Change from one year to the next over a specified period

Question Number	Pupil Survey Measure	SHANARRI Headings	Note	2011/12 P6	2011/12 S2	2011/12 Comb[1]	2012/13 P6	2012/13 S2	2012/13 Comb[1]	2013/14 P6	2013/14 S2	2013/14 Comb[1]	2014/15 P6	2014/15 S2	2014/15 Comb[1]	2015/16 P6	2015/16 S2	2015/16 Comb[1]	Primary 15/16 % Change	Secondary 15/16 % Change	Combined 15/16 % Change	Perc Diff 2014/15-2015/16 P6	S2	Comb[1]	5 Yr Ave RoC 2011/12-2015/16 P6	S2	Comb[1]
1	% of pupils agreeing that they feel safe and secure in school	SAFE		91.5	88.9	90.2	92.5	84.7	88.6	94.0	84.2	89.1	96.1	93.0	94.6	93.7	92.8	93.3	▼	▼	▼	-2.4	-0.2	-1.3	0.6	1.0	0.8
2	% of pupils agreeing that they know how to keep themselves safe when using technology (e.g. Internet & mobile phones)	SAFE		97.7	98.7	98.2	98.4	99.0	98.7	96.5	97.7	97.1	97.0	99.2	98.1	97.6	99.0	98.2	▲	▼	▲	0.6	-0.2	0.1	0.0	0.1	0.0
3	% of pupils agreeing that they feel safe to go out in their local neighbourhood during the day	SAFE		93.4	97.0	95.2	93.5	96.7	95.1	94.4	95.0	94.7	95.2	97.4	96.3	95.0	97.3	95.9	▼	▼	▼	-0.2	-0.1	-0.4	0.4	0.1	0.2
4	% of pupils agreeing that they feel safe to go out in their local neighbourhood during the evening	SAFE		76.3	87.0	81.7	75.8	83.0	79.4	76.3	79.3	77.8	74.7	83.7	79.2	75.1	83.4	78.6	▲	▼	▼	0.4	-0.3	-0.6	-0.3	-0.9	-0.8
5	% of pupils who know who to go to in school if they are not happy about how someone is treating them	SAFE	REV 15/16	93.5	90.1	91.8	94.1	91.2	92.7	94.1	93.5	93.8	93.9	93.0	93.5	94.2	92.0	93.3	▲	▼	▼	0.3	-1.0	-0.2	0.2	0.5	0.4
6	% of pupils agreeing that people at school help them to make healthy choices	HEALTHY	Re-worded 2015/16													85.9	79.2	83.0									
7	% of pupils in school who can learn about healthy lifestyles, including thinking about their feelings and relationships	HEALTHY	NEW 15/16													94.5	94.2	94.4									
25	% of pupils able to get information about health services in East Lothian	HEALTHY	REV 15/16	81.4	83.7	82.6	83.4	83.4	83.4	85.5	82.6	84.1	88.1	85.9	87.0	88.4	82.7	86.0	▲	▼	▼	0.3	-3.2	-1.0	1.8	-0.3	0.9
8	% of pupils agreeing that teachers tell them how they can improve their learning	ACHIEVING		96.1	90.5	93.3	98.0	93.1	95.6	97.7	91.0	94.4	97.1	90.9	94.0	96.7	89.4	93.6	▼	▼	▼	-0.4	-1.5	-0.4	0.2	-0.3	0.1
9	% of pupils agreeing that their lessons are interesting	ACHIEVING		91.8	77.9	84.9	90.0	76.9	83.5	93.6	79.8	86.7	89.9	72.4	81.2	86.3	70.3	79.6	▼	▼	▼	-3.6	-2.1	-1.6	-1.4	-1.9	-1.3
10	% of pupils who know what they are good at and what they need to work on (or develop)	ACHIEVING		95.9	92.1	94.0	96.4	93.7	95.1	96.4	93.0	94.7	96.8	94.6	95.7	96.5	91.4	94.4	▼	▼	▼	-0.3	-3.2	-1.3	0.1	-0.2	0.1
11	% of pupils agreeing that pupils in their school are successful learners	ACHIEVING	Re-worded 2015/16													93.0	88.1	90.9									
12	% of pupils agreeing that they use the school web log/site/learning log to help in their learning	ACHIEVING		71.7	35.7	53.7	66.5	37.5	52.0	59.1	34.2	46.7	59.8	38.2	49.0	58.9	48.1	54.4	▼	▲	▲	-0.9	9.9	5.4	-3.2	3.1	0.2
13	% of pupils agreeing that the school recognises their achievements in school	ACHIEVING		92.0	79.0	85.5	93.0	76.5	84.8	91.8	78.3	85.1	93.0	74.9	84.0	88.1	75.1	82.6	▼	▲	▼	-4.9	0.2	-1.4	-1.0	-1.0	-0.7
14	% of pupils agreeing that the school recognises their achievements out of school	ACHIEVING		75.4	74.8	75.1	77.0	43.6	60.3	78.3	41.7	60.0	79.6	44.2	61.9	70.9	43.7	59.4	▼	▼	▼	-8.7	-0.5	-2.5	-1.1	-7.8	-3.9
15	% of pupils agreeing that they enjoy being at this school	NURTURED		91.0	81.5	86.3	88.9	82.8	85.9	90.5	81.2	85.9	91.4	80.0	85.7	88.6	75.7	83.2	▼	▼	▼	-2.8	-4.3	-2.5	-0.6	-1.5	-0.8
16	% of pupils agreeing that people care about them at their school	NURTURED	NEW 15/16													90.1	80.0	85.8									
26	% of pupils who regularly help to take care of someone in their family who is physically or mentally ill or has problems with drugs or alcohol	NURTURED		32.0	29.9	31.0	43.7	29.6	36.7	36.2	26.2	31.2	27.4	22.8	25.1	35.4	25.4	31.1	▲	▲	▲	8.0	2.6	6.0	0.9	-1.1	0.0
17	% of pupils agreeing that they can plan their learning and make choices about how they learn in school	ACTIVE	Re-worded 2015/16													90.0	82.5	86.8									
18	% of pupils agreeing that they have opportunities to get involved with environmental issues in their local neighbourhood	ACTIVE		65.2	41.3	53.3	66.3	44.1	55.2	72.3	43.9	58.1	68.1	53.0	60.6	69.1	54.2	62.8	▲	▲	▲	1.0	1.2	2.3	1.0	3.2	2.4
19	% of pupils who agree that their school offers plenty of opportunities for extra-curricular activities	ACTIVE	NEW 15/16													90.7	87.0	89.1									
27	% of pupils agreeing that they take part in physical activities outside the school day	ACTIVE		87.9	76.1	82.0	86.8	74.6	80.7	91.2	77.8	84.5	87.4	80.4	83.9	88.9	75.8	83.4	▲	▼	▼	1.5	-4.6	-0.5	0.3	-0.1	0.4
20	% of pupils agreeing that they are treated fairly in school	RESPECTED		89.6	81.9	85.8	90.4	81.7	86.1	91.0	83.6	87.3	91.9	78.5	85.2	87.5	74.9	82.2	▼	▼	▼	-4.4	-3.6	-3.0	-0.5	-1.8	-0.9
21	% of pupils agreeing that young people's views are listened to in their local neighbourhood	RESPECTED		88.6	62.0	75.3	87.1	63.4	75.3	90.1	67.6	78.9	75.0	54.4	64.7	72.9	53.8	64.7	▼	▼	▼	-2.1	-0.6	0.0	-3.9	-2.1	-2.7
28	% of pupils who have heard about the United Nations Convention on the Rights of the Child	RESPECTED		68.6	62.0	65.3	79.0	63.3	71.2	70.9	65.3	68.1	88.8	88.7	88.8	89.4	86.2	88.0	▲	▼	▼	0.6	-2.5	-0.8	5.2	6.1	5.7
29	% of pupils who have heard of the "Wellbeing Indicators" (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included)	RESPECTED	NEW 13/14							43.6	35.0	39.3	60.8	50.0	55.4	64.6	46.6	56.9	▲	▼	▲	3.8	-3.4	1.5	10.5	5.8	8.8
22	% of pupils agreeing that they contribute to decisions made in their school	RESPONSIBLE		89.5	67.1	78.3	88.3	68.2	78.3	89.7	65.7	77.7	89.3	69.0	79.2	87.6	69.4	79.9	▼	▲	▲	-1.7	0.4	0.8	-0.5	0.6	0.4
23	% of pupils agreeing that most pupils behave well in school	RESPONSIBLE		83.6	66.7	75.2	80.7	60.6	70.7	82.0	63.0	72.5	81.0	61.3	71.2	78.3	63.7	72.1	▼	▲	▲	-2.7	2.4	0.9	-1.3	-0.8	-0.8
24	% of pupils agreeing that pupils in their school take account of other people's feelings and viewpoints	RESPONSIBLE	Re-worded 2015/16													79.7	58.0	70.5									
30	% of pupils who can access regular public transport, bus or train, where they live	INCLUDED		81.0	91.9	86.5	84.1	91.5	87.8	82.9	91.3	87.1	79.3	92.9	86.1	64.6	46.6	56.9	▼	▼	▼	-14.7	-46.3	-29.2	-4.1	-11.3	-7.4
31	% of pupils who have a bank account	INCLUDED		64.8	71.1	68.0	61.5	69.0	65.3	56.5	68.7	62.6	54.5	65.6	60.1	57.0	66.2	60.9	▲	▲	▲	2.5	0.6	0.9	-2.0	-1.2	-1.8

Question		SHANARRI		% Performance															Primary	Secondary	Combined	Percentage Difference			% 5 Yr Ave RoC[2]		
32	% of pupils who can use the internet in their home	INCLUDED		96.4	97.0	96.7	96.3	98.1	97.2	97.9	97.7	97.8	97.7	97.5	97.6	98.0	98.2	98.1	▲	▲	▲	0.3	0.7	0.5	0.4	0.3	0.3
33	% of pupils who feel they belong in their class/school/community	INCLUDED	NEW 15/16													89.5	81.9	86.3									
34	% of pupils who help others in their school to make sure they feel included in play and learning	INCLUDED	NEW 15/16													95.4	86.8	91.7									

REPORT TO: Education Committee

MEETING DATE: 31 May 2016

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Reporting on Senior Phase Attainment (National Benchmarking Measures) to 2015

7

1 PURPOSE

1.1 The purpose of this report is to inform the Committee of the trends in attainment and achievement in the Senior Phase in East Lothian, including Scottish Qualifications Authority (SQA) performance, for academic session 2014/2015, using the "National Benchmarking Measures" and breadth and depth data from Insight.

2 RECOMMENDATIONS

2.1 The Committee is asked to:

i. Note that the data contained within the report is based on the four "National Benchmarking Measures" and Breadth and Depth measures, focusing on the performance of Leavers cohorts over the last five years to 2015.

ii. Note that the four National Benchmarking Measures reported by the Scottish Government Insight tool in February 2016 show that attainment and post school participation in East Lothian has improved overall over the five-year period to 2015.

iii. Note that further improvements still need to be made at SCQF Levels 5 and SCQF Levels 6 or better for the Literacy and Numeracy measures and overall in the Middle 60% attaining grouping to bring East Lothian's performance more in line with the Virtual Comparator.

iv. Note the examination results continue to inform and guide actions in each of the six secondary schools' School Improvement Plans.

3   BACKGROUND

3.1   Each year young people in secondary schools are presented for National Courses and Units certificated by the Scottish Qualifications Authority (SQA).

3.2   The Scottish Credit and Qualifications Framework (SCQF) is used as the basis for reporting attainment and achievement and allows comparison of the wide range of Scottish qualifications and covers achievements from school, college, university and many work-based qualifications.

3.3   There are 12 SCQF Levels. SCQF Level 1 is the least demanding and SCQF Level 12 the most demanding. In schools, students work towards qualifications from SCQF Level 1 to 7 through a range of SQA courses.

3.4   **Table 1** below shows where the different SQA awards that our school pupils work towards, including the new National Qualifications, sit within the SCQF framework and in relation to previous or existing qualifications that they have or will replace.

Table 1: Scottish Credit and Qualifications Framework (SCQF)

SCQF Level	New Qualification	Previous/ existing qualification
SCQF 1	National 1	Access 1
SCQF 2	National 2	Access 2
SCQF 3	National 3	Access 3, Standard Grade Foundation Level (Grades 5 and 6)
SCQF 4	National 4	Standard Grade General Level (Grades 3 and 4) Intermediate 1
SCQF 5	National 5	Standard Grade Credit Level (Grades 1 and 2) Intermediate 2
SCQF 6	Higher (new)	Higher
SCQF 7	Advanced Higher (new)	Advanced Higher

3.5   The new National Courses have been introduced on a phased basis. 2014/15 saw the second year of certification of the new National Qualifications (National 1 to 5) introduced under Curriculum for Excellence (CfE) with young people in secondary schools across Scotland being presented for the first time for the new Higher.

3.6   Session 2014/15 was also the final year that existing Access, Intermediate 1, Intermediate 2, Higher and Advanced Higher qualifications were available.

3.7   Curriculum for Excellence provides schools with flexibility to develop curriculum models tailored to individual pupils and local circumstances, allowing young people to achieve a range of awards and qualifications at the most appropriate time for them. As such, the qualifications undertaken by pupils both in 2013/14 and 2014/15 vary significantly, with some taking a mix of existing and new, and following different progression pathways.

3.8   The dual presentation of existing and new qualifications over the last two academic sessions and different approaches to presentation and delivery across the SCQF Levels makes direct comparisons of attainment between 2015 and previous years extremely complex both nationally and locally.

3.9   In East Lothian, young people achieve qualifications at different stages throughout the senior phase (S4 to S6). In almost all our secondary schools, young people at S4 achieved a range of qualifications at National 3, 4 and 5. One secondary school, with the agreement of parents, opted to by-pass National 5 qualifications in some subjects at the end of S4 in 2014 and 2015 with those young people sitting a two-year Higher course for examination in May of S5, 2015 and 2016. Presentation approaches also differed between schools and from previous years.

3.10   **Analysing SQA attainment & other achievement data through "Insight"**

3.11   "Insight" focuses on performance in the senior phase across four nationally agreed "National Benchmarking Measures":

- Increasing post-school participation (shown as the percentage of School Leavers in a Positive Destination)

- Improving attainment in literacy and numeracy (shown as the percentage of School Leavers attaining Literacy and Numeracy)

- Improving attainment for all (shown as the Average Total Tariff Score of School Leavers)

- Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers (shown as the Average Total Tariff Score versus Deprivation)

3.12   These four national measures focus on the total achievements recorded at the point at which the young person leaves school instead of at the end of S4, S5 and S6. The leavers' cohort is the most important since it is the most consistent point of comparison given the various routes and pathways available to schools for using with their young people as they progress through the senior phase.

3.13   Course breadth and depth data for school leavers is also provided in this report. Breadth and depth measures are heavily influenced by a school's curricular model therefore the 2014 and 2015 results may not be fully comparable with previous years. In particular, differences between the assessment arrangements for the new National Qualifications at SCQFs Level 3 to 5, compared with the previous Standard Grade qualification means that the 2014 and 2015 and earlier years' data is not directly comparable. Similarly, the mix of existing and new Higher qualifications in 2015 and the variety of progression pathways that candidates would

have undertaken for the Higher qualifications, the 2015 Higher results may also not be fully comparable with previous years.

3.14 Breadth and depth measures used in this report relate to the percentage of school leavers attaining SQA accredited awards at grades A-C at SCQF Levels 5, SCQF Level 6 and SCQF Level 7 or better at the point of leaving school. Percentages are based on cumulative awards, calculated as a proportion of the relevant school leavers cohort.

3.15 The leavers' cohort will include a mixture of pupils from S4, S5 and S6.

3.16 The data in this report is taken from the February 2016 release of Insight and reflects the most up to date position on school leaver's attainment.

3.17 The attainment figures in this report are based on the 'Latest and Best' achievement of School Leavers in the Senior Phase and do not include attainment gained prior to S4. The figures only include attainment in SCQF credit-rated qualifications that have been matched to an individual pupil via their Scottish Candidate Number (SCN).

3.18 For each measure, three year averages and a 'Trend' are presented along with the annual performance to provide an indication of an overall declining or improving trend by East Lothian schools in relation to the Virtual Comparator and/or the National Establishment.

3.19 The 'Trend' is the average annual percentage point change over the number of years given. A positive value indicates an improving trend on average over the period and a negative value indicates a declining trend.

3.20 When the cohort being compared relates to a small number of pupils (less than 20 as a rule of thumb provided by the Scottish Government), the trends are more likely to fluctuate over time and, therefore, are less likely to be significant.

3.21 As per the Insight protocol, data is suppressed publicly where it relates to a cohort or part of a cohort of fewer than ten to prevent the identification of individuals.

3.22 Where there is a statistical significance between the school and the Virtual Comparator's performance, the figure has a bold border around it in the table it's presented in.

3.23 In East Lothian we operate inclusive schools and there are some pupils who pass examinations at SCQF levels 1 and 2, which are not included in the analysis though as key benchmark measures.

3.24 Education Authorities are no longer benchmarked against a set of comparator schools or authorities. Instead, Insight creates a Virtual Comparator for each school and Education Authority made up of pupils from schools in other local authorities around Scotland who have similar background characteristics to the pupils in the school or Education Authority in question offering a fairer comparison.

3.25 The Virtual comparator is, therefore, considered to be the key benchmark rather than the National Establishment (i.e. national average) for helping schools and Education Authorities to understand their strengths and areas for improvement.

3.26 General information on Insight is available online at http://www.gov.scot/Topics/Education/Schools/curriculum/seniorphasebenchmarking

3.27 **EAST LOTHIAN PERFORMANCE TO 2014/15**

3.28 This report focuses on the four "National Benchmarking Measures" and the breadth and depth course measures based on the cumulative achievements of all young people who have left school in the five years to 2015 and will explore how the Education Authority has performed over this five-year period.

3.29 **Highlights**

3.30 Overall, the four National Benchmarking Measures (NBMs) reported by the Scottish Government Insight tool in the February 2016 update indicate that attainment and post school participation in East Lothian has improved overall over the five-year period to 2014/15.

3.31 Further improvements still need to be made in post-school participation and Literacy and Numeracy at SCQF Levels 5 and 6 or better and overall in the Middle 60% attaining grouping to bring East Lothian's performance more in line with the Virtual Comparator.

3.32 East Lothian's performance in 2015 is typically higher than the national trend with the exception of the percentage of school leavers in positive destinations and Literacy and Numeracy at SCQF Levels 5 and 6.

3.33 East Lothian's performance in 2015 across the four measures in relation to the Virtual Comparator is typically in line with or lower than its comparator with the exception of the total average tariff scores of the Lowest attaining 20% and Highest attaining 20% groups and the percentage of school leavers attaining Literacy and Numeracy at SCQF Level 3 and 4 or better which is higher.

3.34 The following charts (Figures 1 to 5), tables (2 to 12) and commentary detail the progress made by East Lothian schools against our Virtual Comparator and National Establishment in relation to each National Benchmarking Measure and reported Breadth & Depth measure by school leavers over the last 5 years.

3.35 **National Benchmarking Measure: Increasing Post-School Participation**

3.36 East Lothian's percentage performance shows an overall improved trend over the last five years with a slight drop in performance of 0.5% in 2015 on the previous year.

3.37   Despite improving its percentage performance and closing the gap, East Lothian remains lower than both the Virtual Comparator and National Average over the five years.

3.38   The following chart and tables detail the progress made by East Lothian against our Virtual Comparator and the National Establishment in relation to the percentage of school leavers in an initial positive destination (i.e. approximately three months after leaving school).

3.39   The 'Increasing Post-School Participation' measure features as one of the Strategic long-term outcome indicators in Outcome 4 of our Single Outcome Agreement, with a focus on all school leavers and looked after (LAC) young people. It also features as an indicator in Contributory Outcome 4.1 with a focus on school leavers with additional support needs (ASN). As such, this section includes additional analyses of school leavers in a positive destination for LAC and ASN pupils.

3.40   **Figure 1** and **Table 2** overleaf show the percentage of all the pupils who left East Lothian schools in each year who went on to a positive destination. **Tables 3 to 5** show the percentage of pupils who were looked after or had additional support needs who left East Lothian schools and went on to a positive destination.

3.41   The data relating to looked after school leavers in East Lothian is based on small cohorts on average of only 10 or 11 school leavers on average. As stated previously in paragraph 3.18, when the cohort being compared relates to a small number of pupils (less than 20 pupils), the trends are more likely to fluctuate over time and, therefore, are less likely to be significant. Therefore, care must be taken when drawing any conclusions about performance over time in relation to looked after pupils.

3.42   Positive Destinations include Higher Education, Further Education, Training, Voluntary Work, Employment and Activity Agreements. Higher Education includes degree courses, HNDs, HNCs, teacher training or any programme above SCQF level 7, including those with a deferred unconditional place; Further Education is any full-time education that is not Higher Education (e.g. National Certificates or National Qualifications) and where the pupil in not on a school roll; Training is where the leaver receives a grant or allowance (e.g. national training programme, Get Ready for Work, Local Authority or 3rd sector programmes); and Employment includes pupils in training while in employment such as Modern Apprenticeships.

Figure 1.../

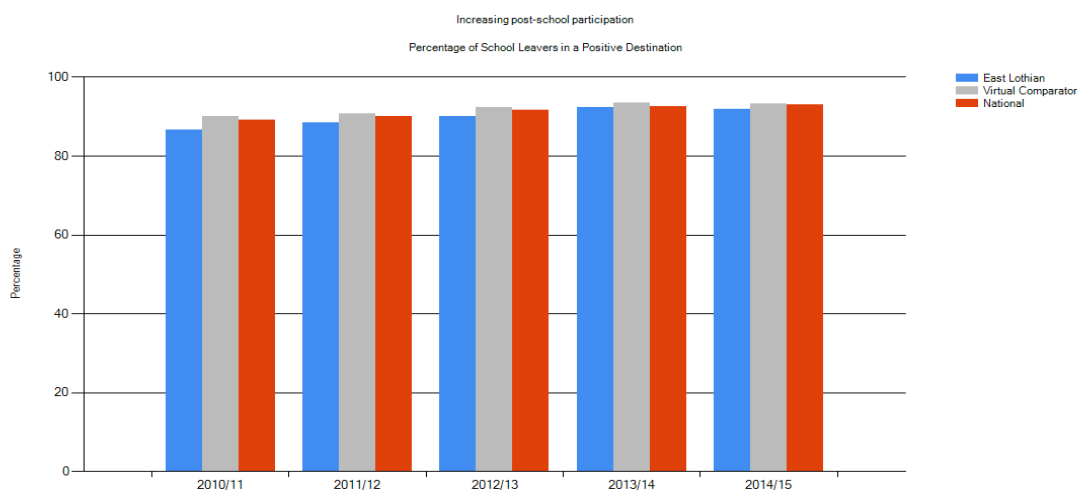## Figure 1: Percentage of all school leavers in a positive destination (initial destinations) since 2010/11

Table 2: Percentage of all school leavers in a positive destination (initial destinations)

	% school leavers in a positive destination						
	2010/11	2011/12	2012/13	2013/14	2014/15	3 yr ave	5 yr trend[1]
East Lothian	86.5	88.4	90.0	92.4	91.9	91.4	1.3
Virtual Comparator	90.1	90.7	92.3	93.5	93.3	93.0	0.8
National	89.1	90.1	91.7	92.5	93.0	92.4	1.0

[1] 'Trend' is the average annual percentage point change over the stated number of years.

3.43   In 2014/15, East Lothian's performance shows a 0.5% decrease on the previous year and is 1.6% and 1.0% below the Virtual Comparator and national average respectively.

3.44   The percentage of leavers in a positive destination is lower than both the Virtual Comparator and the National Average over the five years but shows an improved trend over the same period, and is not considered to be significantly lower than the Virtual Comparator or National Average in 2013/14 and 2014/15.

3.45   Since 2010/11 the percentage gap between East Lothian and its Virtual Comparator has reduced by 2.2 percentage points and the gap with the National average has reduced by 1.5 percentage points.

Table 3: Percentage of LAC At Home school leavers in a positive destination (initial destinations)

	% LAC at home leavers in a positive destination						
	2010/11	2011/12	2012/13	2013/14	2014/15	3 yr ave	Trend[1]
East Lothian	50.0		44.4		83.3	59.3	16.7
Virtual Comparator	77.5		82.2		81.7	80.5	2.1
National	58.1	61.5	64.0	70.7	72.1	68.9	3.5

[1] 'Trend' is the average annual percentage point change over the stated number of years that data is available for.

3.46   In 2014/15, East Lothian leavers who were looked after at home show a 38.9% increase on the previous reported year and are 1.7 and 11.2 percentage points above the Virtual Comparator and national average respectively (**see Table 3 above**).

3.47   East Lothian shows an overall positive trend over the last 5 years, in contrast to the Virtual Comparator and National Average, which show a positive five-year trend. Leavers who were looked after at home account for less than 1.0% of the total leavers' cohort on average in East Lothian.

3.48   The data in **Table 3** for East Lothian is based on an average cohort of 10 school leavers a year over the five-year period. As stated previously in paragraph 3.18, when the cohort being compared relates to a small number of pupils (less than 20 pupils), the trends are more likely to fluctuate over time and, therefore, are less likely to be significant.

Table 4: Percentage of LAC Away from Home school leavers in a positive destination (initial destinations)

	% LAC away from home leavers in a positive destination						
	2010/11	2011/12	2012/13	2013/14	2014/15	3 yr ave	5 yr trend[1]
East Lothian	40.0	85.7	64.3	63.6	36.4	54.8	-0.9
Virtual Comparator	76.0	77.1	82.1	92.7	88.2	87.7	3.0
National	69.3	72.4	78.0	76.0	76.7	76.9	1.9

[1] *'Trend' is the average annual percentage point change over the stated number of years.*

3.49   In 2014/15, East Lothian leavers who were looked after away from home show a 27.3% decrease on the previous year and are 52 and 40 percentage points below the Virtual Comparator and national average respectively (**see Table 4 above**).

3.50   East Lothian shows an overall negative trend over the last 5 years, in contrast to the Virtual Comparator and National Average, which both show a positive five-year trend. Leavers who were looked after away from home account for less than 1.0% of the total leavers' cohort on average in East Lothian.

3.51   The data in Table 4 for East Lothian is based on an average cohort of 10 school leavers a year over the five-year period. Again, as stated previously in paragraph 3.18, when the cohort being compared relates to a small number of pupils (less than 20 pupils), the trends are more likely to fluctuate over time and, therefore, are less likely to be significant.

Table 5: Percentage of ASN school leavers in a positive destination (initial destinations)

	% ASN leavers in a positive destination						
	2010/11	2011/12	2012/13	2013/14	2014/15	3 yr ave	4 yr trend[1]
East Lothian	78.7	82.2	79.7	85.9	81.1	82.2	-0.4
Virtual Comparator	79.9	83.8	88.1	88.3	89.0	88.5	1.7
National	81.6	84.5	87.2	87.4	88.2	87.6	1.2

[1] *'Trend' is the average annual percentage point change over the stated number of years.*

3.52 In 2014/15, East Lothian leavers with an additional support need show a 4.8% decrease on the previous year and are 7.9 and 7.1 percentage points below the Virtual Comparator and national average respectively (see Table 5 above).

3.53 The four-year trend indicates a slight drop in trend with the National average and Virtual Comparator both showing an improved trend over the same period. Leavers with an additional support need account for 21% of the total leavers' cohort on average in East Lothian over the last four years.

3.54 *Note: In 2010, the Scottish Government started to collect information on additional support needs in a different way. Information on reasons for support and nature of support was collected separately for each type of additional support need. There was also inclusion of a new category, 'other' which include child plans (separate category for child plans introduced in 2011), short term or temporary support and any other support not covered under IEP and CSP. The inclusion of 'other' category contributed to a rise in additional support needs pupil numbers. As a result, we have used a four-year trend for ASN in this measure instead of a five-year trend.*

3.55 **National Benchmarking Measure: Improving Attainment for All**

3.56 East Lothian's performance shows an overall improved trend over the last five years within each of the three attainment groups with the Highest 20% group improving its score in 2015 on the previous year and the Lowest 20% and Middle 40% dropping slightly in 2015.

3.57 The 'Improving Attainment for All' measure features as one of the Strategic long-term outcome indicators in Outcome 4 of our Single Outcome Agreement, with a focus on all school leavers. It also features as an indicator in Contributory Outcome 4.1 with a focus on school leavers who were looked after (LAC). As such, this section includes additional analyses of LAC school leavers.

3.58 This measure groups school leavers according to their whole-school attainment as measured by their total tariff points into three attainment groups. The three groups are the lowest-scoring 20 per cent of pupils, the highest-scoring 20 per cent and the middle 60 per cent. For each pupil the tariff score is the total of the tariff points associated with each of the eligible latest and best awards they have achieved at the point of leaving school. Awards that have been superseded by the pupil progressing to a higher-level award in the same subject are excluded, as are awards achieved when the pupil was in S1–S3. For example if a pupil has National 5 English and Higher English then only the points for the Higher are included. These tariff scores are then averaged over all the pupils in the particular attainment group.

3.59 **Figure 2** below and **Table 6** overleaf detail the progress made by East Lothian against our Virtual Comparator and the National Establishment in relation to the average total tariff scores of all school leavers within each

attainment group. **Figure 3** and **Table 7** detail the progress made by East Lothian school leavers who were looked after away from home by the local authority against our Virtual Comparator and the National Establishment. Note there is no data for LAC leavers at home in East to report on in this benchmarking measure in 2014/15.

Figure 2: the average total tariff score of all school leavers within each attainment group in 2014/15.

Improving attainment for all

Average Total Tariff Points
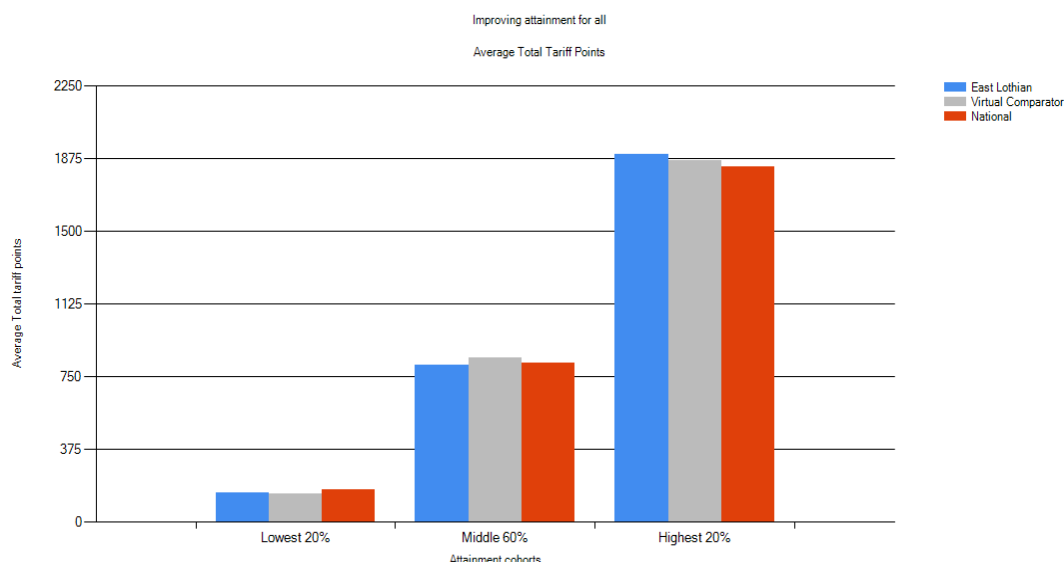
3.60 Figure 2 shows the tariff scores for the performance of the highest performing 20%, the middle performing 60% and the lowest performing 20% in 2014/15. East Lothian's performance is roughly in line with its Virtual Comparator and the national average across all three attainment groups.

Table 6: Average Total Tariff Scores of each Attainment Group by Year of Leaving (All School Leavers)

Establishment	Year of Leaving	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
East Lothian	2010/11	126	**696**	1712	1092
	2011/12	132	**769**	1810	953
	2012/13	139	775	1818	1036
	2013/14	181	853	1868	1045
	2014/15	154	813	1899	1013
	3yr ave	158	814	1862	1031
	5yr trend[1]	7	29	47	
Virtual Comparator	2010/11	139	761	1772	10920
	2011/12	141	816	1818	9530
	2012/13	139	793	1825	10360
	2013/14	174	875	1851	10450
	2014/15	146	849	1866	10130
	3yr ave	153	839	1847	10313
	5yr trend[1]	2	22	24	

Establishment	Year of Leaving	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
National	2010/11	127	702	1736	53209
	2011/12	141	756	1780	49744
	2012/13	151	755	1785	51632
	2013/14	162	793	1809	51335
	2014/15	168	820	1832	52433
	3yr ave	160	789	1809	51800
	5yr trend[1]	10	30	24	

[1] *'Trend' is the average annual score point change over the stated number of years*

3.61 **Lowest 20% Attaining Group** - While the performance in 2015 does show a drop on the previous year, East Lothian shows an overall improved trend over the five years with a three-year average just above and below the Virtual Comparator and National Average respectively. Where the East Lothian score is above or below the Virtual Comparator and the National Average it is not considered to be significantly so in any of the reported years.

3.62 **Middle 60% Attaining Group** - East Lothian shows a fluctuating but overall improved trend since 2011 similar to the Virtual Comparator. The three-year average is below the Virtual Comparator but above the National Average. Again, where the East Lothian score is above or below the Virtual Comparator and the National Average it is only considered to be significantly lower than the Virtual Comparator in 2011 and 2012.

3.63 **Highest 20% Attaining Group** - East Lothian shows a continually improving trend year on year over the five years at a higher rate than both the Virtual Comparator & National Average with the three-year average just above both the Virtual Comparator and National Average. Where the East Lothian score is above or below either the Virtual Comparator or National Average it is not considered to be significantly so in any of the reported years.

3.64 **Reducing the Attainment Gap** – While the Lowest attaining 20% group in East Lothian shows a slight improvement over the last five years, the between the Lowest 20% and the Middle 60% and Highest 20% has increased slightly by 22 points and 40 points respectively over the same period as the other groups have improved at a slightly higher rate.

Figure 3.../

Figure 3: The average total tariff score of all school leavers who were looked after away from home within each attainment group in 2014/15.

Improving attainment for all

Average Total Tariff Points
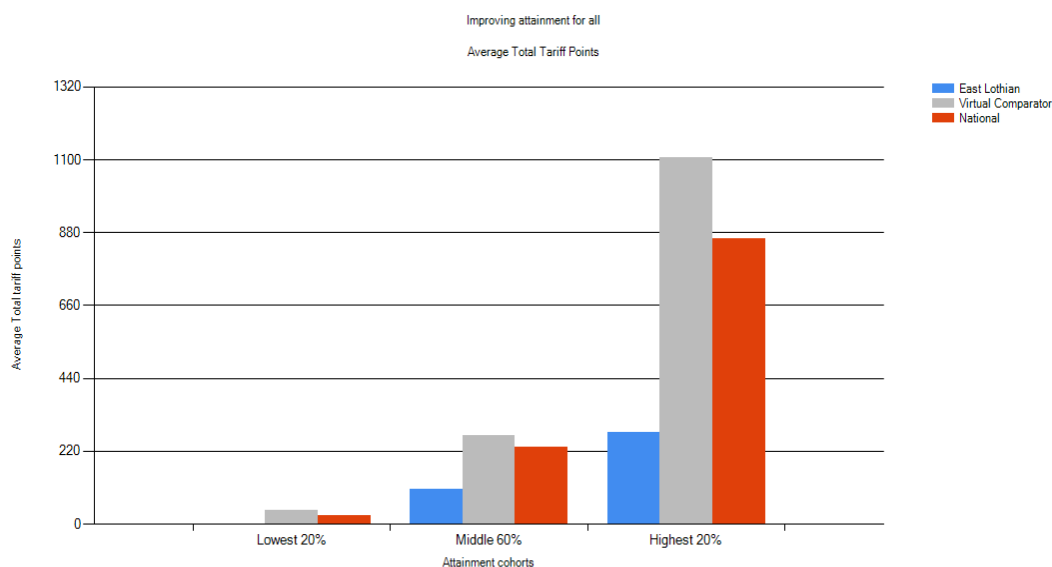
3.65 Figure 3 above shows the 2014/15 tariff scores for the performance of the highest performing 20%, the middle performing 60% and the lowest performing 20% groups of school leavers who were looked after away from home. East Lothian's performance in 2014/15 is lower than both the Virtual Comparator and the National Average across all three attainment groups.

3.66 The data above for East Lothian is based on a cohort of only 11 school leavers. As stated previously in paragraph 3.18, when the cohort being compared relates to a small number of pupils (less than 20 pupils), the trends are more likely to fluctuate over time and, therefore, are less likely to be significant. Table 7 overleaf explores the performance of the Looked After Away from Home Leavers' Cohorts since 2010/11.

Table 7: Average Total Tariff Scores of each Attainment Group by Year of Leaving (Looked after away from home)

Establishment	Year of Leaving	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
East Lothian	2010/11				5
	2011/12				7
	2012/13	47	134	481	14
	2013/14	134	236	664	11
	2014/15	0	104	276	11
	3yr ave	60	158	474	12
	3yr Trend[1]	-24	-15	-103	
Virtual Comparator	2010/11				50
	2011/12				70
	2012/13	32	164	546	140
	2013/14	132	422	1215	110
	2014/15	42	268	1107	110
	3yr ave	69	285	956	120
	3yr Trend[1]	5	52	281	

Establishment	Year of Leaving	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
National	2010/11	11	138	606	381
	2011/12	15	172	619	399
	2012/13	27	176	701	445
	2013/14	24	225	837	459
	2014/15	25	233	861	494
	3yr ave	25	211	800	466
	5yr trend[1]	4	24	64	

[1] 'Trend' is the average annual score point change over the stated number of years

3.67 **Table 7** above shows the performance of the Looked After Away From Home School Leavers' Cohort over the five-year period. Data for years 2010/11 and 2011/12 is suppressed in Insight due to the size of the cohorts. It is therefore not possible to get a full picture of progress over the five-year period. However, the data available for the remaining years would suggest a drop overall across the three attainment groups between 2012/13 and 2014/15.

3.68 **National Benchmarking Measure: Improving Attainment in Literacy and Numeracy**

3.69 East Lothian's performance shows an improving trend over the last five years at SCQF Levels 3 and 4 with its highest performance to date in 2015. At SCQF Levels 5 and SCQF Levels 6 or better the trend has fluctuated more but shows a slight improvement over the five-year period.

3.70 While the performance has improved across the SCQF levels, the performance at SCQF Levels 5 and 6 or better remains lower than the Virtual Comparator.

3.71 **Figure 4** overleaf details the progress made by East Lothian against our Virtual Comparator in relation to the percentage of the pupils who left in each year who had achieved both literacy and numeracy at SCQF level 4 or better or SCQF level 5 or better (as being the agreed national benchmarks). **Table 8** further breaks the data down to those who achieved Literacy and/or numeracy over the same five-year period to at least SCQF Levels 3 to Level 6.

3.72 To achieve the given level of literacy a pupil needs to achieve the literacy unit at that level, or English or Gaidhlig course at that level. For numeracy the pupil needs to achieve the numeracy unit at that level or a Mathematics or Lifeskills Maths at that level.

Figure 4.../

Figure 4: Percentage of all school leavers attaining both Literacy and Numeracy to at least SCQF Level 4 or SCQF Level 5 since 2010/11

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy and Numeracy

Legend: 2011, 2012, 2013, 2014, 2015

X-axis: East Lothian SCQF Level 4 | Virtual Comparator SCQF Level 4 | East Lothian SCQF Level 5 | Virtual Comparator SCQF Level 5
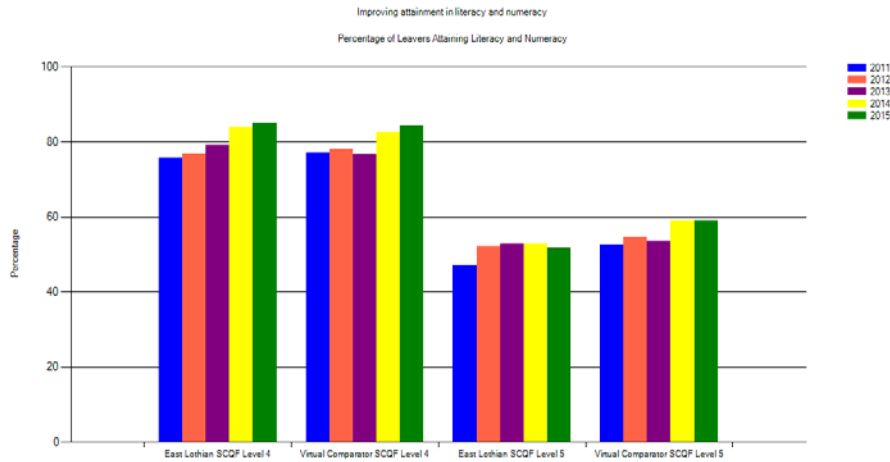
Y-axis: Percentage

3.73   Figure 4 above shows the percentage of school leavers achieving literacy and numeracy levels. East Lothian's performance at SCQF Level 4 or better shows an improving trend over the five-year period with the performance each year typically in line with the Virtual Comparator.

3.74   At SCQF Level 5 or better, East Lothian's performance prior to 2013 is typically in line with the Virtual Comparator but is significantly lower than its Virtual Comparator in 2014 and 2015.

3.75   **Table 8** below shows the percentage of school leavers achieving literacy and numeracy cumulatively or separately since 2010/11 at each SCQF Level or better. Figures are provided for both the Virtual Comparator and the National Establishment.

Table 8: Literacy and Numeracy achievement for all pupils that left[2] the school in each year from 2010/11 to 2014/15

	Year	Literacy & Numeracy[3]				Literacy[3]				Numeracy[3]			
		3+	4+	5+	6+	3+	4+	5+	6+	3+	4+	5+	6+
East Lothian	2010/11	87.73	75.64	47.16	18.50	90.84	87.64	64.47	**41.12**	92.12	79.58	**49.63**	**23.63**
	2011/12	91.19	76.81	52.05	**24.03**	93.49	89.30	**66.00**	46.27	93.60	79.22	**54.88**	**28.12**
	2012/13	89.58	79.05	52.90	**22.97**	93.15	90.93	68.15	44.69	93.92	**81.37**	55.02	**26.93**
	2013/14	93.88	83.92	**52.73**	**23.54**	96.56	94.07	**70.91**	**44.98**	94.74	84.98	**55.98**	**29.86**
	2014/15	**94.47**	85.00	**51.73**	**23.89**	**96.64**	93.88	**69.89**	48.37	**95.95**	86.28	**55.68**	**27.34**
	3yr ave	92.64	82.66	52.45	23.47	95.45	92.96	69.65	46.01	94.87	84.21	55.56	28.04
	5yr trend[1]	1.69	2.34	1.14	1.35	1.45	1.56	1.36	1.81	0.96	1.68	1.51	0.93
Virtual Comparator	2010/11	89.79	77.10	52.59	26.58	93.62	90.31	65.41	43.96	92.36	78.86	56.67	31.80
	2011/12	90.07	77.91	54.69	28.04	93.60	90.51	68.50	47.56	92.62	79.60	58.33	32.82
	2012/13	90.42	76.64	53.39	27.09	93.95	90.47	67.08	46.45	92.78	78.25	56.88	31.75
	2013/14	92.19	82.50	58.99	29.92	95.38	92.79	73.62	51.27	93.88	83.85	62.42	34.99
	2014/15	92.46	84.43	59.00	28.68	95.16	92.25	73.60	50.14	94.11	86.52	62.55	33.47
	3yr ave	91.69	81.19	57.13	28.56	94.83	91.84	71.43	49.29	93.59	82.87	60.62	33.40

	Year	Literacy & Numeracy[3]				Literacy[3]				Numeracy[3]			
		3+	4+	5+	6+	3+	4+	5+	6+	3+	4+	5+	6+
	5yr trend[1]	0.67	1.83	1.60	0.53	0.38	0.48	2.05	1.55	0.44	1.92	1.47	0.42
National	2010/11	89.45	74.88	49.31	24.29	93.27	89.47	62.60	41.21	92.09	76.73	53.37	29.19
	2011/12	90.75	76.69	52.23	26.14	94.32	90.75	66.09	44.19	93.17	78.30	56.06	31.04
	2012/13	91.62	77.92	52.47	25.39	94.96	91.70	66.90	44.29	93.76	79.39	56.13	29.95
	2013/14	92.35	81.24	55.29	26.74	95.54	92.33	70.06	46.49	94.09	82.80	59.11	31.65
	2014/15	93.47	85.76	58.62	27.14	95.98	93.51	74.58	49.10	95.00	87.45	62.45	31.69
	3yr ave	92.48	81.64	55.46	26.42	95.49	92.51	70.51	46.63	94.28	83.21	59.23	31.10
	5yr trend[1]	1.01	2.72	2.33	0.71	0.68	1.01	3.00	1.97	0.73	2.68	2.27	0.63

[1] 'Trend' is the average annual percentage point change over the number of years given.
[2] In each year there will be leavers from different stages and so each year will contain leavers from a range of cohorts.
[3] Literacy and/or numeracy by SCQF level achieved. Thus the literacy 3+ column shows the percentage of the cohort that have achieved literacy at SCQF level 3 or above.

3.76 **Literacy & Numeracy Combined** – As an aggregated measure Table 8 above shows a fluctuating but overall improved trend in East Lothian across the four SCQF levels over the five-year period. In relation to its Virtual Comparator, East Lothian's performance has moved from being slightly below to above at SCQF Levels 3 and 4 or better and in 2015 East Lothian's performance at SCQF Level 3 or better is 2% higher than the Virtual Comparator and considered to be statistically significant by Insight.

3.77 At SCQF Levels 5 and 6 or better while the East Lothian performance shows an overall improved trend over the five-year period, the performance is on average 4% to 5% below the Virtual Comparator and considered to be statistically significant by Insight in 2014 and 2015 for SCQF Level 5 and between 2012 and 2015 for SCQF Level 6.

3.78 Separately, the trend for Literacy and for Numeracy in East Lothian is similar to the aggregate trend, showing a typically fluctuating but overall improved trend over the five years with the performance at SCQF Level 3 or better considered as being statistically greater than the Virtual Comparator in 2015 for Literacy and for Numeracy. In addition, Numeracy at SCQF Level 4 or better in 2013 is also considered to be statistically greater than the Virtual Comparator by Insight.

3.79 Again, similar to the aggregate measure, Literacy and Numeracy performance separately in East Lothian, while it has improved across the SCQF levels, the performance at SCQF Levels 5 and 6 or better is typically lower than the Virtual Comparator.

3.80 Literacy at SCQF Level 5 and 6 or better in East Lothian is on average 2% to 3% lower than the Virtual Comparator and is considered to be statistically significant by Insight in 2012, 2014 and 2015 for SCQF Level 5 and in 2011 and 2014 for SCQF Level 6.

3.81 In Numeracy at SCQF Level 5 and 6 or better, East Lothian's performance is on average 5% to 6% lower than the Virtual Comparator and is considered to be statistically significant by Insight across the years for both SCQF Level 5 and SCQF Level 6 with the exception of SCQF Level 5 in 2013.

3.82 **National Benchmarking Measure: Attainment versus Deprivation**

3.83 East Lothian's performance in this measure shows a fluctuating but overall slightly improved trend across the ten deciles over the last five years.

3.84 The 'Attainment versus Deprivation' measure features as an indicator in Contributory Outcome 4.1 of our Single Outcome Agreement with a focus on all school leavers.

3.85 This measure considers attainment of school leavers broken down into ten deciles according to the 2012 Scottish Index of Multiple Deprivation (SIMD). Decile 1 refers to the attainment of school leavers whose postcodes are in the 10% most deprived datazones in Scotland, while decile 10 refers to school leavers with post codes in the top 10% of the least deprived (most affluent) datazones according to SIMD.

3.86 **Figure 5** and **Table 10** detail the progress made by East Lothian against our Virtual Comparator in relation to the average total tariff scores within each SIMD decile band for all school leavers.

3.87 The grey circles in Figure 5 below represent the Virtual Comparator and the blue circles represent East Lothian. The circles change in size and broadly represent the proportion of young people from the total cohort appearing in each of the circles.

3.88 The whiskers represent the range of scores (maximum and minimum) of the school's pupils within each decile.

Figure 5: Average tariff scores for all school leavers within each SIMD Band in 2013/14 compared with the Virtual Comparator
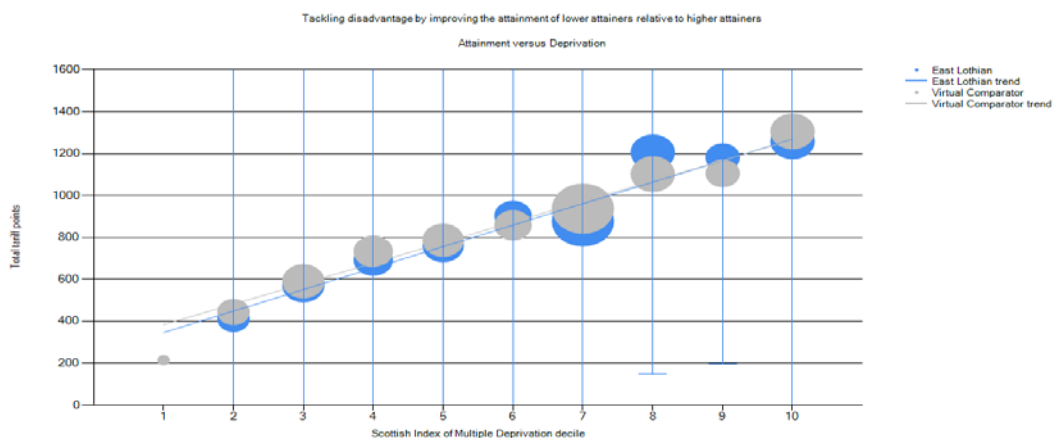
3.89 The position of East Lothian's circles in Figure 5 above compared to the virtual comparator circles along the trend line would suggest that East

Lothian's performance in 2014/15 is roughly in line with its Virtual Comparator across the ten SIMD deciles.

3.90 It is important to be aware of the numbers of young people appearing in each of these deciles. This is represented proportionately in the graph by the area of the circles. The circles in decile 2 is relatively small, reflecting the fact that it represents only 5% of the leavers' cohort in East Lothian. Table 9 below shows the full breakdown of school leavers living within each of the ten SIMD deciles in East Lothian over the last five years.

Table 9: Percentage of School Leavers' cohort in East Lothian within each SIMD Decile Band since 2010/11

| Establishment | Year of leaving | Total No. in Cohort | % of Total Cohort within each SIMD Decile Band | | | | | | | | | |
			Most Deprived 1	2	3	4	5	6	7	8	9	Least Deprived 10
East Lothian	2010/11	1092	0.0	4.3	10.5	10.4	9.9	8.8	27.2	9.8	6.6	12.5
	2011/12	953	0.1	4.6	11.0	9.8	11.4	9.0	25.3	10.4	6.2	12.2
	2012/13	1036	0.1	5.2	10.7	9.9	10.5	7.5	27.8	8.8	7.2	12.3
	2013/14	1045	0.0	4.5	11.3	7.4	10.9	7.9	27.5	9.7	7.2	13.8
	2014/15	1013	0.0	4.8	10.9	8.6	9.9	7.6	28.3	11.9	5.8	12.2
	3 Yr Ave	1031	0.0	4.8	11.0	8.6	10.4	7.7	27.9	10.1	6.7	12.8
	5 Yr Ave	1028	0.0	4.7	10.9	9.2	10.5	8.2	27.2	10.1	6.6	12.6

3.91 **Table 9** above shows that only 16% of the leavers' cohort on average lies within deciles 1-3 (30% most deprived areas in Scotland according to SIMD), 29% within deciles 8-10 (30% least deprived areas in Scotland) and 55% within deciles 4-7 (the remaining middle 40% of SIMD areas).

Table 10: Percentage of School Leavers' cohort in East Lothian within each SIMD Decile Band since 2010/11

| Establishment | Year of leaving | Total No. in Cohort | SIMD Decile Band | | | | | | | | | |
			Most Deprived 1	2	3	4	5	6	7	8	9	Least Deprived 10
East Lothian	2010/11	1092		393	559	563	613	800	784	1008	968	1161
	2011/12	953	122	549	497	614	734	871	900	1060	**896**	1271
	2012/13	1036	414	475	572	556	757	735	894	1145	1031	1283
	2013/14	1045		514	723	680	833	802	922	1093	1056	1292
	2014/15	1013		412	572	692	761	903	877	1206	1181	1257
	3 Yr Ave		268	467	622	643	784	813	898	1148	1089	1277
	5 Yr Trend[1]		292	5	3	32	37	26	23	50	53	24
Virtual Comparator	2010/11	10920		434	542	646	660	842	855	1042	1030	1236
	2011/12	9530	285	494	540	665	727	900	957	1034	1019	1288
	2012/13	10360	618	466	582	565	738	782	922	1042	1119	1308
	2013/14	10450		570	684	693	881	857	945	1022	1031	1309
	2014/15	10130	215	444	591	733	787	858	937	1102	1105	1305
	3 Yr Ave		373	493	619	664	802	832	935	1055	1085	1307
	5 Yr Trend[1]		-35	3	12	22	32	4	21	15	19	17

[1] 'Trend' is the average annual score point change over the stated number of years

3.92　**Table 10** above shows a fluctuating but overall slightly improved trend across the ten deciles in the average total tariff scores for school leavers' within East Lothian. East Lothian's scores are roughly in line with its Virtual Comparator across the reported, sitting typically just below the Virtual Comparator across the ten SIMD deciles over the five-year period with the exception of decile 8 which has been just above the Virtual Comparator over the last four years.

3.93　Where the East Lothian score is above or below the Virtual Comparator it is not considered to be significantly so with the exception of decile 9 in 2011/12 which was significantly lower than the Virtual Comparator.

3.94　**Course Measure: Breadth & Depth Data**

3.95　This section of the report reviews the performance of attainment at SCQF levels 5, 6 and 7 or better using breadth and depth measures for school leavers.

3.96　As stated previously in paragraph 3.13, the breadth and depth measures are heavily influenced by a school's curricular model. In particular, differences between the assessment arrangements for the new National Qualifications at SCQFs Level 3 to 5, compared with the previous Standard Grade qualification means that the 2014 and 2015 and earlier years' data is not directly comparable. Similarly, the mix of existing and new Higher qualifications in 2015 and the variety of progression pathways that candidates would have undertaken for the Higher qualifications, the 2015 Higher results may also not be fully comparable with previous years.

3.97　**Tables 11 and 12** that follow show the latest and best attainment at the point of leaving school for the following breadth and depth measures:

- 1 or more, 3 or more, and 5 or more awards at SCQF Level 5 (National 5) or better;

- 1 or more, 3 or more, and 5 or more awards at SCQF Level 6 (Higher) or better; and

- 1 or more awards at SCQF Level 7 (Advanced Higher) or better

3.98　The percentages are based on cumulative awards and reflect the number of school leavers achieving at least the given number of SQA national courses at at least the given SCQF level/grade since 2010/11. The percentages are calculated as a proportion of the relevant leavers cohort.

3.99　Overall, East Lothian shows a fluctuating but overall improved trend in the percentage of leavers gaining awards at SCQF Level 5 (National 5) or better, SCQF Level 6 (Higher) and at SCQF Level 7 (Advanced Higher).

3.100　Tables 11 and 12 overleaf shows the performance by school leavers broken down for each breadth & depth measure for East Lothian and the Virtual Comparator respectively.

Table 11: East Lothian Breadth and Depth Data to 2015

Measure	2011	2012	2013	2014	2015	+/- on 2014	3 Yr Ave	5yr Trend[1]
1 or more Level 5	78.30%	80.59%	80.98%	83.83%	83.81%	-0.02%	82.87%	1.38%
3 or more Level 5	63.83%	66.00%	66.80%	70.05%	67.23%	-2.82%	68.03%	0.85%
5 or more Level 5	52.56%	54.88%	54.92%	56.94%	51.73%	-5.21%	54.53%	-0.21%
1 or more Level 6	52.93%	55.51%	56.47%	59.71%	59.82%	0.11%	58.67%	1.72%
3 or more Level 6	37.09%	41.45%	40.35%	42.58%	41.26%	-1.32%	41.40%	1.04%
5 or more Level 6	23.90%	28.44%	28.57%	29.09%	26.55%	-2.54%	28.07%	0.66%
1 or more Level 7	16.12%	18.36%	18.73%	21.53%	19.55%	-1.98%	19.94%	0.86%

Table 12: Virtual Comparator Breadth and Depth Data to 2015

Measure	2011	2012	2013	2014	2015	+/- on 2014	3 Yr Ave	5yr Trend[1]
1 or more Level 5	81.37%	82.11%	81.65%	85.99%	83.29%	-2.70%	83.64%	0.48%
3 or more Level 5	66.36%	68.98%	67.65%	73.35%	69.90%	-3.45%	70.30%	0.89%
5 or more Level 5	54.76%	57.48%	55.83%	61.24%	57.18%	-4.06%	58.08%	0.61%
1 or more Level 6	55.37%	58.98%	57.37%	62.63%	60.48%	-2.15%	60.16%	1.28%
3 or more Level 6	40.00%	42.94%	41.94%	46.43%	44.34%	-2.09%	44.24%	1.09%
5 or more Level 6	25.72%	29.08%	28.47%	31.62%	30.88%	-0.74%	30.32%	1.29%
1 or more Level 7	18.28%	19.50%	19.38%	20.62%	20.56%	-0.06%	20.19%	0.57%

3.101 **Tables 11 and 12** show that East Lothian's performance in 2015 across the reported breadth and depth measures shows a slight drop on the previous year with the exception of the '1 or more awards at Higher' measure which increased to East Lothian's highest performance to date and shows an improved trend over the five-year period. This drop in performance in 2015 on the previous year is also mirrored in the Virtual Comparator's performance in 2015.

3.102 Despite this drop in performance in 2015, East Lothian shows an overall improved trend over the five-year period with the exception of the '5 or more awards at Level 5' measure.

4   POLICY IMPLICATIONS

4.1   None.

5   INTEGRATED IMPACT ASSESSMENT

5.1   The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6   RESOURCE IMPLICATIONS

6.1   Financial - None

6.2   Personnel - None

6.3   Other - None

7   BACKGROUND PAPERS

7.1   None

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